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ABSTRACT

An analysis compared the high school and post-high school experiences and opinions of students from the classes of 1983, 1986, and 1989 in a five-district area served by one area vocational-technical school (AVTS) in rural west-central Pennsylvania. Responses were examined overall and a comparison made by graduation year secondary program of study: academic, general, area vocational-technical school, and high school vocational. A survey questionnaire was mailed to all 2,490 graduates; 34 percent were returned. Findings were as follows: only the academic area increased in enrollment; enrollment in the academic and AVTS areas reversed, with the AVTS enrollment plummeting 40 percent; students evidenced a strong degree of satisfaction with the education received; students evidenced little overall mobility, with over 66 percent continuing to reside in the same district; individual student curriculum was a poor predictor of postsecondary employment status; the majority selected four-year colleges as their program of choice; the majority entering postsecondary education tended to remain with their program; employer-operated, formal on-the-job training of new employees affected only 17.88 percent; the majority of those working were satisfied with employment; and 60.86 percent felt their school programs were "not related" to their occupations. A need for job placement activities was identified. (The 28-page narrative is followed by 54 charts and 45 graphs that illustrate survey findings.) (YLB)

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FINAL REPORT

A COMPARATIVE ANALYSIS OF HIGH SCHOOL GRADUATES IN WEST-CENTRAL PENNSYLVANIA SCHOOLS SERVED BY THE CLEARFIELD COUNTY VOCATIONAL TECHNICAL SCHOOL FOR THE YEARS 1983, 1986, AND 1989

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EXECUTIVE SUMMARY

MARCH 1992

A COMPARATIVE ANALYSIS OF HIGH SCHOOL GRADUATES IN WEST-CENTRAL PENNSYLVANIA SCHOOLS SERVED BY THE CLEARFIELD COUNTY VOCATIONAL TECHNICAL SCHOOL FOR THE YEARS 1983, 1986, AND 1989

PURPOSE OF THE STUDY:

The purpose of this study was to provide follow-up data for high school planning and evaluation on a regional basis. The analysis compared the high school and post-high school experiences and opinions of students from the classes of 1983, 1986, and 1989 in a five (5) district area served by one half-day-about area vocational technical school. The region is located in rural west-central Pennsylvania.

Responses were examined overall and a comparison made by graduation year and secondary program of study: Academic, General, Area Vocational Technical School, and High School Vocational.

The period of time covered by this study from 1983 thru 1989 was one of marked educational changes throughout the Commonwealth of Pennsylvania. School districts throughout the state began to implement increasing credit requirements for high school graduation while overall secondary enrollments declined.

Therefore, this study provided an opportunity to examine the effect of such factors on the selected rural schools in the region covered.

SCOPE

This study included all 1983, 1986, and 1989 high school graduates from Clearfield Area School District, Curwensville Area School District, Philipsburg-Osceola Area School District, West Branch Area School District, and Moshannon Valley Area School District. (N=2490)

These five districts are served by the Clearfield County Vocational Technical School. All vocational-technical programs except business and agriculture are considered AVTS programs.

Population data including total enrollment, responses, and response rates by high school curricula are noted on Chart 54 as is the enrollment, responses, and response rates by year (1983, 1986, or 1989) and also by area school district. (Chart 54)

Selected information regarding the secondary educational background of each of the graduates was collected from their official school record

and high school transcripts by area counselors and support personnel in each of the five high schools included in the study. Full confidentiality and anonymity was guaranteed and inherent in the procedures used. No students were or are identifiable by name.

A comprehensive survey questionnaire was mailed to all graduates of the 1983, 1986, and 1989 school years in order to obtain specific data on their post-high school employment and educational activities. (Chart 38, Graph 1-38)

Responses to the survey questionnaire were evenly distributed by year (Chart 36), providing a stable data-base for the purposes of the project. (Graph 1-36 and Chart 54)

Thirty-four (34 %) percent of the questionnaires were returned. (Chart 32) (N=851) The pre-survey goal of at least one return for every three graduates (33 percent) was exceeded through multiple mailings to graduates who did not initially respond to the questionnaire. (Chart 37)

Survey responses (Chart 54) paralleled the respective size of the participating districts, giving the project a balanced composite of regional data. (Graph 1-32, Chart 39, and Graph 1-39)

Return data (Chart 54) was also differentiated by the graduate's curriculum to address the research questions inherent in the study (Charts 33 and 34, Graphs 1-33 and 1-34)

FINDINGS

A. DISTRIBUTION BY CURRICULUM

Between 1983 and 1989 the percentage of students in the five districts studied who were enrolled in and completed the academic curriculum increased from 21.83 percent of the 1983 graduating class to 35.77 percent of the 1989 graduating class. (+ 13.94 percent)

During the same time period, the percentage of students completing the general, AVTS, and high school vocational programs declined. (Chart 1)

The increase in the number of students enrolled in the academic program was evenly distributed among boys (+14 %) and girls (+15 %).

The AVTS programs showed the greatest loss in enrollment over this time frame, dropping from 37.03 percent of the class of 1983 to 24.74 percent of the class of 1989. (-12.29 percent)

This loss was evenly distributed by sex. In fact, when examined by sex, the movement out of the AVTS curriculum seems to not be biased by sex at all. (Chart 44, Graph 1-44)

As a result, it would not be supported by the data to assume that the decline in AVTS enrollment was due to curriculum change cut along sexual lines only. (Graph 1-44-1 thru 1-44-3)

The greatest AVTS loss in enrollment took place between 1983 and 1986 for males (-7 %) and between 1986 and 1989 for females (-14 %).

Much less pronounced enrollment declines were seen between 1983 and 1989 in both the general curriculum and in the high school vocational programs of business and agriculture. (Chart 1 and Graph 1-1)

Clearly the AVTS enrollments were impacted negatively over the period studied (Graph 1-44-4) and to a much greater degree than any other program.

It is significant that only the academic area increased in enrollment, reflecting an increased emphasis on preparing students for post secondary education and a far reaching de-emphasis on AVTS-based vocation education in the region. (Chart 50)

B. THE VOCATIONAL CURRICULUM

In 1983 the AVTS curriculum with 324 graduates was by far and away the curriculum of choice with over 37 percent (37.03 %) of the region's graduates attending the Clearfield County Vocational Technical School. (Chart 1, Graph 1-1)

The academic (21.83 %) and general curricula (21.71 %) vied for second place in 1983 with just under twenty-two percent apiece.

By 1986, however, major increases in student enrollment in the academic program (+10.74 %) allowed it to nearly approximate the AVTS's share of students (33.6 % versus 34.4 % respectively).

By 1989 the reversal in the area's enrollment pattern by curriculum was most evident.

In that final year of the study the academic curricula accounted for nearly thirty-six percent of the area's graduates (35.77 %) while the AVTS had decreased nearly 10 percentage points more to bottom-out at 24.74 percent of the 1989 population. (Graph 1-44-1) These significant changes are clearly evident in Graph 1-1.

While enrollment in the academic and AVTS areas reversed between 1986 and 1989, overall enrollment in both the general and high school vocational curricula remained static.

However, due to an eleven percent (11 %) decline in the student population between 1983 and 1989, the changing pattern of enrollment by curriculum is most clearly represented in Graph 1-44-5.

Significantly, although enrollment declined overall by just eleven percent between 1983 and 1989, academic enrollment increased forty-six percent (+46 %), general enrollment and high school vocational enrollment

declined by fourteen percent (-14 %) and fifteen percent (-15 %) respectively.

The AVTS enrollment, however, plummeted some forty percent (-40 %) from 324 students (1983) to just 193 graduates in 1989. (Chart 50, Graph 50-1)

The reason(s) for this dramatic decline in AVTS enrollment may well be due to local issues not shown by the data in addition to the verified movement of students into the academic curriculum and increasing credit requirements.

Just how dynamic these other factors might have been was not a part of this study nor does the data collected here show which factor(s) are "cause" and which are "effect."

The reader is cautioned that the issues may well be more complex than examined by this study and that while the changes in enrollment patterns are clear the causes may not be as simplistic as suggested above.

C. CURRICULUM SATISFACTION

Across the entire period of the study students evidenced a strong degree of satisfaction with the education received in their high schools. A wide majority of students (81.92 %) reported being "satisfied" or "very satisfied" with their respective curriculum.

However, 15.4 percent were "unsatisfied" with their program while just 2.6 percent were "very unsatisfied" with their curriculum. (Chart 40, Graph 1-40)

There was no clear evidence that student satisfaction was influenced by any specific curricula although it appears that graduates of the general curriculum were somewhat less "satisfied" than their counterparts. (Chart 40) The study showed no differentiation of satisfaction by year or curriculum. (Chart 42, Graph 42-1)

Although the data clearly shows a viable region-wide level of satisfaction, (Graph 1-40-1) however, the fact that some 18 % of the graduates were not satisfied suggests strongly that further study by area schools and curriculum coordinators may deserve priority status.

D. STUDENT MOBILITY

Because of plant and mine closures in the region and continuing double-digit unemployment, local school personnel have expressed on-going concerns over the possibility of a wholesale and wide-spread out-migration of area graduates.

Students in the region and time periods studied, however, evidenced little overall mobility with the majority (66.71 %) continuing to reside in exactly the same district from which they graduated. (Chart 19, Graph 1-19)

Less than ten (10 %) percent had even left the Commonwealth. It especially was noted that nearly eighty percent (78.28 %) of the graduates lived less than fifty miles from their district of graduation and that less than a quarter (21.73 %) lived further than 50 miles from their school of origin.

The study's conclusion was that there was no evidence that mobility was curriculum sensitive (Graph 1-19) or that wholesale numbers of students were exiting the region.

Mobility seemed not to be strongly impacted over time (1983-1989) as one might expect. (Chart 20) There was no significant difference in mobility between 1983 graduates and those from the 1989 group nor did the study conclude from the data analysis that mobility could be predicated upon curriculum. (Graph 1-20)

E. STUDENT STATUS

The data in the study indicated that individual student curriculum is a poor predictor of post-secondary employment status. However it was possible to identify some interesting tendencies from the data which deserve further study.

The study examined the employment level of graduates versus their post-secondary education. (Chart 2) Also reported is graduate employment level versus graduate mobility. (Chart 3)

The project collected and reports results (Chart 4) comparing graduate employer "level" versus on-the-job training. Also delineated is data which examines graduate employee status by high school curriculum. (Chart 5)

The largest group of survey respondents who were post-secondary students (50 %) were from the academic curriculum. The smallest were the AVTS graduates (7 %). Overall twenty-seven (27 %) percent of the graduates responding went on to higher education.

On the other hand, graduates who had successfully entered the labor force were led by AVTS graduates (67 %). Academic students were the smallest group (39 %) with general and high school vocational at fifty-seven (57 %) percent apiece.

The study also examined data on the employment level (or status) of graduates by school curricula. (Chart 18)

Over forty-eight percent (48.34 %) were "general" employees and just over one fourth (25.61 %) reported themselves in "high-tech or high-skill" positions. (Graph 1-18)

Interestingly only eleven (11 %) percent of respondents identified themselves as seeking employment.

Broken down by year, (Chart 49) surveyed graduates of the class of 1983's adjusted underemployment/unemployment rate was less than six percent (5.43 %).

The rate for the class of 1986 was 11.51 %, a figure directly in parallel with county-wide B.E.S. data (March 1992 county rate = 11.8 %).

As expected, the rate was higher for the younger group (1989 graduates) who posted a 13.21 % rate. Overall the rate was 10.02 percent. (Graph 49-1)

It is not possible to state definitely from the data collected in this study that one or another curriculum area provided any type of definitive labor market advantage.

F. POST-SECONDARY EDUCATION ENTRIES

It was clear that the majority of students for the period and districts studied selected four-year colleges as their program of choice (56 %).

As one might expect, by far and away the majority of these were graduates from the academic program (77 %). Overall eighty-two (82 %) percent of academic respondents went on to four-year post-secondary programs.

The post-secondary programs of choice for AVTS graduates were clearly programs at trade, business, or technical schools of one to two years duration (52 %).

General and high school vocational graduates who entered post-secondary education tended to spread themselves more evenly across programmatic lines rather than evidencing concentration with any area.

G. POST-SECONDARY EDUCATION ENROLLMENTS

The data studied revealed that the majority of area students entering post-secondary education tended to remain with their post-secondary programs.

Only 10.02 percent of those surveyed had withdrawn from post-secondary education while nearly 89.98 percent were graduates or were still enrolled in post-secondary programs. (Chart 29)

It was not possible from this study's data to predict post-secondary success on a stayer/graduate vs leaver basis using high school curriculum data.

Overall, the data reflects a solid base of post secondary retention/completion. (Graph 1-29) This is most accurately reported in Chart 30 and Graph 1-30 by curriculum area and for all years and all courses of study in Graph 1-30-1.

However, when asked why they had not entered post-secondary education over thirty-one percent (31.58 %) of the general students and over forty-two percent (42.11 %) of the AVTS graduates attributed it to the fact that they lacked requirements. (Chart 22)

Of even greater significance was the fact that nearly twenty percent (19.70 %) or one in five graduates reported that they did not pursue post-secondary education due to a lack of money. (Graph 1-22)

Such data certainly underscores the need for additional research relative to those two (2) factors which are inhibitors to student entry into post-secondary education.

The data revealed that the movement from high school to post secondary education followed the same dichotomy reversal noted earlier between the academic and AVTS programs looking at the period 1983 versus 1989.

In 1983 nearly forty percent (39.35 %) of the students entering post-secondary education were from the AVTS curriculum and less than twenty-five percent (24.91 %) were out of the academic curriculum.

By 1989 less than twenty percent of the AVTS graduates entered post-secondary education (19.57 %) while more than forty percent (43.42 %) of the academic graduates pursued post-secondary programs. (Chart 48)

Little change was noted in the other curriculum areas as regards post-secondary enrollments.

Two scenarios are suggested: First, students moved out of the AVTS field into the general, business, and high school vocational curricula replacing students from those programs who were drawn into the academic curriculum.

The second scenario of what took place over the time frame involves a movement of students out of the AVTS programs (even though the study clearly shows that these students were already moving beyond high school into post-secondary experiences) and into the academic curricula from which the post-secondary step was then made. (Graph 48-1)

Which (or if) one scenario or the other was dominant in not resolved within the scope of this study. In any event the result appears clearly to have established AVTS as a terminal program over these years from 1983 to 1989 in direct contrast to (and perhaps the underlying cause of) the "tech-prep" thrust of the 1990's. (Chart 48)

Interestingly enough, the percentage of students moving beyond high school into post-secondary programs overall appears not to have changed dramatically in the period despite the major increases noted in enrollment in the academic curriculum: 1983 (34.1 %), 1986 (31.3 %), 1989 (34.6 %). (Graph 48-1-1)

H. OCCUPATIONAL GROUPS

While the study concluded that secondary curriculum area was a poor predictor of post-secondary occupational placement, some tendencies seemed clear.

Academic graduates tended to follow service (18.33 %), public sector (22.50 %), and health careers (26.67 %). (Chart 23)

Not surprisingly, nonacademic curriculum graduates showed greater diversity in career entry across all ten (10) occupational sectors identified in the study.

The lowest areas for employment reported were farming (1.8 %) and mining (2.92 %), data which very much reflects of the changing economy of the region. (Chart 23)

Manufacturing and health career areas led the way with twenty (20 %) percent and 14.61 % entries respectively, followed closely by the "service" sector (14.38 %), again reflecting the availability and types of localized employment opportunities. (Graph 1-23)

I. FIRM SIZE

Firm size of employed graduates showed no cause-effect relationship to the students' school curriculum. (Chart 8)

However, it was apparent from the data reported that overall area graduates were most often employed in small firms and, in fact, in firms having twenty-five (25) or fewer employees. (Graph 1-8)

This data has obvious and very important implications in the area of on-the-job training and post-school training programs available at the employer level. (Section G)

Interestingly enough, academic graduates tended to fall into either the smallest firms (less than 26 employees at 33.06 %) or largest firms (greater than 300 employees at 33.06 %) by size.

Such a distinct bias was not evident in data examined for general, AVTS, or high school vocational program graduates.

The study provided no rational for this dichotomy and suggests a need for further study and analysis.

J. ON-THE-JOB TRAINING

Perhaps due most to the evidenced small firm size of employers (See Section I), the study revealed that employer-operated, formal on-the-job training of new employes impacted on only 17.88 % of the graduates.

It was apparent that the bulk of employer training was conducted on-the-job via co-workers (28.70 %) and from individual supervisors (26.27 %). (Chart 24)

Interestingly, the smallest response was employees reporting that no added training was necessary for their jobs (3.53 %). Furthermore, those trained in school-based programs (17.22 %) most nearly paralleled the employer-trained group (17.88 %), perhaps showing increased employer reliance on school programs and the need (due to size) to rely on the schools for their training needs. (Graph 1-24)

If this is data is supported by further research, the importance it has for curriculum-based occupational training across all curricula areas is obvious. (Graph 1-24-2)

K. SEEKING NEW JOBS

If job satisfaction can be based on whether or not the individual is actively seeking a new (or different) position, the study confirmed that the majority of those working (67.24 %) are clearly well satisfied with their employment and were not seeking new employment. (Chart 15)

For those graduates employed full-time, 77.22 percent were not seeking change. Even of those working part-time, 75 percent were not seeking change. (Chart 46)

Students were also asked to indicate their level of satisfaction with their current employment. Nearly eighty-five percent (84.82 %) responded that they were either "very satisfied" (36.16 %) or "satisfied" (48.66 %). (Chart 41, Graph 1-41)

Only 2.01 percent identified themselves as being "very unsatisfied" with their employment. (Graph 1-41)

L. EMPLOYMENT LEVEL

The study examined graduates employment level with regard to curriculum area. While curriculum was not a significant predictor of employment level, (DF=9 Chi-Square PROB = 0.000) it was interesting to note (see table) that the largest percentage of graduates who were self-employed/owners of business (62.50 %) and those workers in high-skill/technical positions (35.34 %) were graduates of the AVTS curriculum.

AVTS graduates (30.85 %) were second only to academic graduates (38.3 %) employed at the managerial/supervisory level.

M. MATH LEVELS

Students graduating from area districts surveyed seemed well served by the math curriculum. (Chart 9) With regards to their highest movement in the curriculum, 68.67 percent had completed at least Algebra I.

Over half (50.56 %) had progressed as high as Geometry, 43.09 percent through Algebra II, and 31.72 percent to Trigonometry or college level mathematics. (Chart 9)

Finally, 16.71 percent had moved as high as pre-calculus, calculus, or analytical geometry although just 2.29 percent had the advantage of advanced math courses for which university/college credits could be awarded.

As expected, the highest math level of students of the class of 1989 was higher than that obtained by graduates of the class of 1983. (Chart 10)

The study showed clearly that there was significant difference at the 0.05 Alpha Level at all curriculum levels and all years. (Chart 21)

Without exception this was true across all curricula: academic, general, AVTS, and high school vocational for the years 1983 -1886-1989. (N=2487)

N. TOTAL CREDITS

The study found that there was significant differences in the total credits completed in comparing 1989 with 1986 graduates, 1989 with 1983 graduates, and 1986 with 1983 graduates.

This data is not surprising and reflects the increase in state mandated graduation requirements in the period studied.

It also follows the pattern of student movement away from the AVTS towards the academic curriculum, a movement which would entail more

emphasis on credit requirements over the period even without state mandates.

Comparison at all levels were significant at the 0.05 level. (Chart 47)

O. SCIENCE CREDITS

Students graduating from the surveyed districts surveyed appear to have been prepared by the science curriculum through general science for most students and through chemistry for academic students and even some students in the general program.

With regards to their highest movement in the curriculum; however, only those in the academic areas moved into the upper level science courses. (Chart 12)

When examined by year, however, it is obvious that students from the class of 1989 were moving higher in the science realm than those in the class of 1983. (Chart 13)

The study showed that there was significant difference at the 0.05 Alpha Level across all curriculum levels and all years.

Without exception this was true in all curricula: academic, general, AVTS, and high school vocational. (Chart 43)

P. ENJOYMENT OF HIGH SCHOOL

Graduates surveyed, when asked to reflect back on how they had enjoyed their high school years, indicated high levels of "enjoyment" (65.28 %) and "very much enjoyed" (21.64 %). (Chart 6) Thus, nearly 87 percent of the area's graduates reported that they either "enjoyed" or "very much enjoyed" high school. (Graph 1-6)

However, 10.46 % did "not enjoy" school and 2.62 % "very much disliked" school.

Like the data reported in Section C (Chart 40, Graph 1-40) the data in Chart 6 and Graph 1-6 should be disturbing to school personnel and the need for additional study is strongly suggested.

No particular difference by year or curricula (Chart 7) was seen although it appears that overall the academic students may have enjoyed school more than any of the other curriculum areas.

However, high school curriculum area was not by and of itself a valid predictor of school satisfaction and the study showed no cause-effect relationship.

Q. JOB PREPARATION

The study provides data relative to graduate feelings about the job preparation value of their respective high school curricula. (Chart 11).

AVTS graduates seemed to recognize the job preparation value of their program more so than any other course of study. Results indicated that nearly fifty percent (47.73 %) felt that the AVTS curriculum was "very helpful" as regards job preparation.

Districts may well see the need to follow-up on the fact that 34.92 percent of the region's graduates felt that the school's curriculum was "not" helpful in job preparation. (Graph 1-11)

The cause for this was outside the scope of this particular study, but with 41.14 % of academic graduates and 41.30 % of general graduates reporting that their schooling was not helpful in job preparation, this is obviously an area deserving additional research. (Chart 51, Graph 51-1)

R. CURRICULUM RELATIONSHIP TO OCCUPATION

As an adjunct to the question discussed in Section Q, graduates were asked whether or not their occupation was related to their high school curriculum.

While the AVTS and high school vocational graduates were more positive in their replies than either academic general students, the overall responses to this research question were disturbing.

The study determined that 60.86 percent of area graduates felt that their school programs were "not related" to their occupations. (Chart 16)

This data is borne out by survey data relative to whether or not students attempted to find employment related to their curricula. (Chart 17)

Most disturbing in this regard was the fact that 95.40 percent of the academic program graduates responding felt "no" relationship between their course of study and their occupation. (Graph 1-16, Chart 31, and Graph 1-31)

Further research is strongly suggested by these results. (Graph 1-31-1, Chart 52, and Graph 52-1)

S. HELPFULNESS OF JOB PLACEMENT ACTIVITIES

Very much akin to the issues of job preparation (Section Q), curriculum satisfaction (Section C) and occupational relativity of the curriculum (Section R) is the helpfulness of school or curriculum based job placement activities. (Chart 25 and Chart 26)

When responses from graduates from all years surveyed are revieved, only seven percent (7 %) felt that the school's assistance was "very helpful". Over sixty percent (60.62 %) responded that placement by the schools was "not helpful" at all. (Chart 26)

AVTS graduates clearly recognized a higher level of placement assistance with 67.80 percent of the "very helpful" responses being from those AVTS students. (Graph 1-26)

Despite that, over fifty percent (53.17 %) of even the AVTS students felt that placement activities of the school were "not helpful." The data for the other curricula areas are even more disheartening for the "not helpful" category: Academic (60.16 %), General (68.89 %), and High School vocational (60.53 %). (Chart 26)

When revieved by year, the 1989 graduates (Chart 27, Graph 1-27) felt more positive as a whole relative to the value of the school's job placement assistance than did the combined classes of 1983 and 1986. (Chart 28)

Even the best datum in this regard (class of 89) shows that well over half of our area's graduates (57.09 %) feel that the school's placement assistance is not helpful. (Chart 27 and 53, Graph 53-1)

Finally, this data has direct and immediate implications for both the AVTS and high school vocational areas which are by tradition "expected" to provide a higher level of job placement assistance than what one might expect from either the academic or general areas. (Graph 1-27)

The data indicates that a need exists across curricula lines for increased services and although the AVTS appears stronger on the surface

this may be due, at least in part, to the fact that the other curricula are so weak. (Chart 26, 27, and 28)

Overall the data very much indicates an area in which schools may well be deficient. Additional research is suggested and, if proven valid, the need for remediation of this problem area is strongly indicated.

SECTION II

CHARTS AND GRAPHS

CHART 1

DISTRIBUTION OF GRADUATES BY YEAR AND CURRICULUM

[CODE 1: BY-YOG]

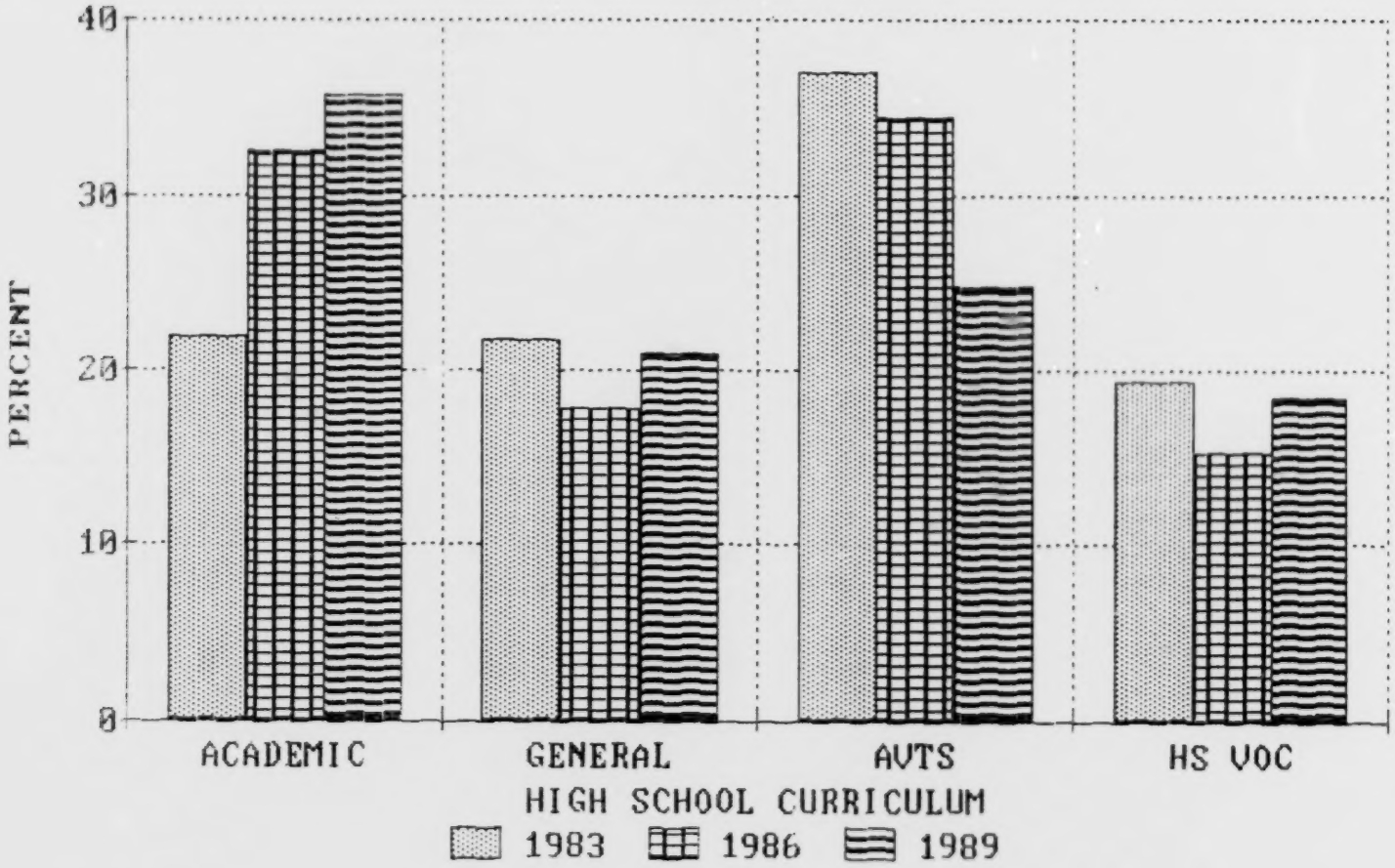
FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
1983	7.67	7.63	13.01	6.83	35.14
	21.83	21.71	37.03	19.43	
	25.74	37.77	40.3	38.55	
1986	10.92	5.98	11.53	5.1	33.53
	32.57	17.84	34.37	15.21	
	36.66	29.62	35.7	28.8	
1989	11.2	6.59	7.75	5.78	31.33
	35.77	21.03	24.74	18.46	
	37.6	32.6	24	32.65	
TOTAL	742	503	804	441	2490
	29.8	20.2	32.29	17.71	100

CHI-SQUARE DF=6 VALUE=59.31 PROB=0.000
N=2490

BEST COPY AVAILABLE

GRADUATES BY YEAR AND CURRICULUM
GRAPH 1 - 1



33

34

CHART 2

EMPLOYMENT LEVEL VS POST SECONDARY EDUCATION

DATA COMBINATION [CODE 2: ELVL-2ED]

FREQUENCY
PERCENT
ROW %
COL. %

	NONE	1 - 2 YRS	4 YRS COLLEGE	MILITARY TRAINING	TOTAL
GENERAL EMPLOYEE	110 25.35 53.14 60.44	44 10.14 21.26 37.93	43 9.91 20.77 38.05	10 2.30 4.83 43.48	207 47.70 100.00 47.70
MANAGER SUPV LEVEL	32 7.37 34.78 17.58	23 5.30 25.00 19.83	35 8.06 38.04 30.97	2 0.46 2.17 8.70	92 21.20 100.00 21.20
OWNER SELF- EMPLOYED	13 3.00 59.09 7.14	8 1.84 36.36 6.90	1 0.23 4.55 0.88	0 0.00 0.00 0.00	22 5.07 100.00 5.07
HI-SKILL TECHNICAL POSITION	27 6.22 23.89 14.84	41 9.45 36.28 35.34	34 7.83 30.09 30.09	11 2.53 9.73 47.83	113 26.04 100.00 26.04
TOTAL	182 41.94	116 26.73	113 26.04	23 5.30	434 100.00

CHI-SQUARE DF=24 VALUE=63.070 PROB=0.000
N=434 MISSING=5

REPORT COMPACTED FOR CLARITY

CHART 3

EMPLOYMENT LEVEL VS OCCUPATIONAL MOBILITY

DATA COMBINATION [CODE 3: ELVL-MOB]

FREQUENCY
PERCENT
ROW %
COL. %

	SAME DIST	SAME COUNTY	LESS THAN 50 MI	OVER 50 MI	OUT-OF STATE	TOTAL
GENERAL EMPLOYEE	148	11	15	22	15	211
	33.79	2.51	3.42	5.02	3.42	48.17
	70.14	5.21	7.11	10.43	7.11	
	55.64	45.83	45.45	37.29	26.79	
MANAGER SUPV LEVEL	45	2	10	16	18	91
	10.27	0.46	2.28	3.65	4.11	20.78
	49.45	2.20	10.99	17.58	19.78	
	16.92	8.33	30.30	27.12	32.14	
OWNER SELF- EMPLOYED	18	1	2	1	0	22
	4.11	0.23	0.46	0.23	0.00	5.02
	81.82	4.55	9.09	4.55	0.00	
	6.77	4.17	6.06	1.69	0.00	
HI-SKILL TECHNICAL POSITION	55	10	6	20	23	114
	12.56	2.28	1.37	4.57	5.25	26.03
	48.25	8.77	5.26	17.54	20.18	
	20.68	41.67	18.18	33.90	41.07	
TOTAL	266	24	33	59	56	438
	60.73	5.48	7.53	13.47	12.79	100.00

CHI-SQUARE DF=12 VALUE=37.752 PROB=0.000
N=438 MISSING=1

REPORT COMPACTED FOR CLARITY

CHART 4

EMPLOYEE LEVEL VS ON-THE-JOB TRAINING

[CODE 4: ELVL-OJT]

FREQUENCY
PERCENT
ROW %
COL. %

	GENERAL EMPLOYEE	MGR/SUPV LEVEL	OWNER/SELF EMPLOYED	HI-SKILL TECH JOB	TOTAL
EMPLOYER	8.45	4.69	0.23	4.23	17.61
TRAINED	48	26.67	1.33	24	
	17.31	21.98	4.76	16.98	
CO-WORKER	18.08	4.93	0.23	5.4	28.64
TRAINED	63.11	17.21	0.82	18.85	
	37.02	23.08	4.76	21.7	
SUPV	13.85	7.28	1.41	4.93	27.46
TRAINED	50.43	26.5	5.13	17.95	
	28.37	34.07	28.57	19.81	
NO NEED	2.35	0.7	0.23	0	3.29
FOR TRAINING	71.43	21.43	7.14	0	
	4.81	3.3	4.76	0	
SCHOOL	4.69	2.35	1.41	8.69	17.14
TRAINED	27.4	13.7	8.22	50.68	
	9.62	10.99	28.57	34.91	
NO	1.41	1.41	1.41	1.64	5.87
TRAINING	24	24	24	28	
	2.88	6.59	28.57	6.6	
TOTAL	208	91	21	106	426
	48.83	21.36	4.93	24.88	100

CHI-SQUARE DF=15 VALUE=75.685 PROB=0.000
N=426

CHART 5

EMPLOYMENT STATUS BY HIGH SCHOOL CURRICULUM

[CODE 5: EMP-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	EMPLOYED FULL TIME	HOME MAKER	NOT EMP NOT SEEKIN	NOT EMP SEEKING	P-T EMP NOT SEEK
ACADEMIC	13.36	0.35	0	1.3	0.35
	37.67	1	0	3.67	1
	26.59	7.32	0	25	10.71
GENERAL	8.87	0.95	0.24	0.35	0.35
	54.75	5.84	1.46	2.19	2.19
	17.65	19.51	33.33	6.82	10.71
AVTS	18.56	2.48	0.24	2.6	1.54
	61.81	8.27	0.79	8.66	5.12
	36.94	51.22	33.33	50	46.43
HIGH SCHOOL	9.46	1.06	0.24	0.95	1.06
VOCATIONAL	51.61	5.81	1.29	5.16	5.81
	18.82	21.95	33.33	18.18	32.14
TOTAL	425	41	54	44	28
	50.24	4.85	6.38	5.2	3.31

	P-T EMP SEEKING	PHY UNABLE	MILITARY	FULL TIME STUDENT	STUDENT P-T WORKER	TOTAL
ACADEMIC	2.01	0.12	0.35	10.64	6.97	35.46
	5.67	0.33	1	30	19.67	
	35.42	20	12.5	64.29	69.41	
GENERAL	1.3	0.12	0.71	1.77	1.54	16.19
	8.03	0.73	4.38	10.95	9.49	
	22.92	20	25	10.71	15.29	
AVTS	0.95	0.24	1.3	1.89	0.24	30.02
	3.15	0.79	4.33	6.3	0.79	
	16.67	40	45.83	11.43	2.35	
HIGH SCHOOL	1.42	0.12	0.47	2.25	1.3	18.32
VOCATIONAL	7.74	0.65	2.58	12.26	7.1	
	25	20	16.67	13.57	12.94	
TOTAL	48	5	24	140	85	846
	5.67	0.59	2.84	16.55	10.05	100

CHI-SQUARE DF=27 VALUE=173.648 PROB=0.000
N=846

CHART 6

ENJOYMENT OF HIGH SCHOOL BY CURRICULUM

[CODE 6: ENJ-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY MUCH ENJOYED	9.39	3.33	4.88	4.04	21.64
	43.41	15.38	22.53	18.68	
	26.51	20.44	16.33	21.94	
ENJOYED	22.47	9.87	20.45	12.49	65.28
	34.43	15.12	31.33	19.13	
	63.42	60.58	68.53	67.74	
NOT ENJOYED	2.97	2.62	3.69	1.19	10.46
	28.41	25	35.23	11.36	
	8.39	16.06	12.35	6.45	
VERY MUCH DISLIKED	0.59	0.48	0.83	0.71	2.62
	22.73	18.18	31.82	27.27	
	1.68	2.92	2.79	3.87	
TOTAL	298	137	251	155	841
	35.43	16.29	29.85	18.43	100

CHI-SQUARE DF=9 VALUE=18.372 PROB=0.031
N=841

ENJOYMENT OF HISH SCHOOL BY CURRICULUM
GRAPH 1 - 6

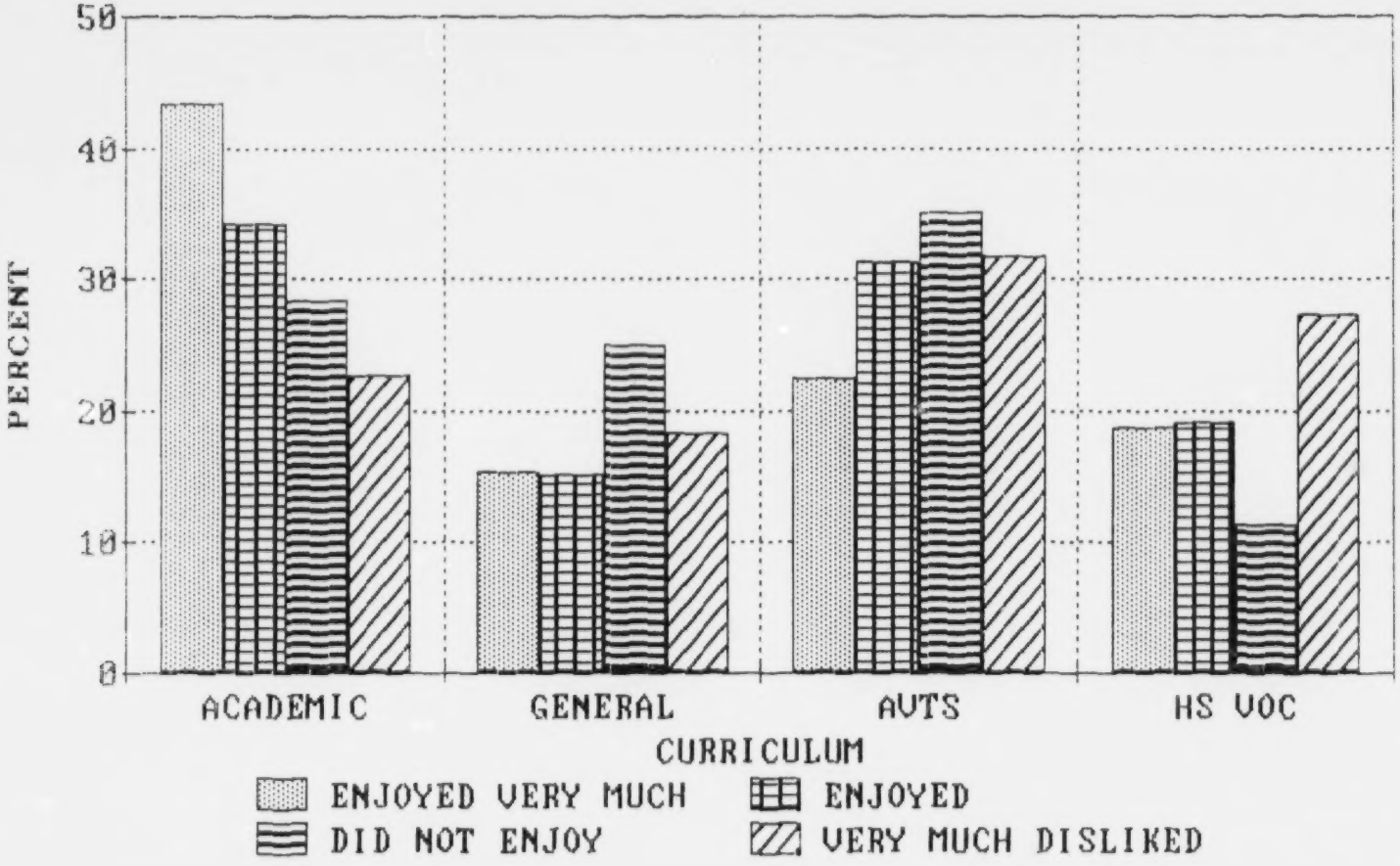


CHART 7

ENJOYMENT OF HIGH SCHOOL BY YEAR OF GRADUATION

[CODE 7: ENJ-YR]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
VERY MUCH ENJOYED	5.83 26.92 16.78	7.73 35.71 24.81	8.09 37.36 23.69	21.64
ENJOYED	24.73 37.89 71.23	19.62 30.05 62.98	20.93 32.06 61.32	65.28
NOT ENJOYED	3.09 29.55 8.9	3.69 35.23 11.83	3.69 35.23 10.8	10.46
VERY MUCH DISLIKED	1.07 40.91 3.08	0.12 4.55 0.38	1.43 54.55 4.18	2.62
TOTAL	292 34.72	139 16.43	287 34.13	841 100

CHI-SQUARE DF=6 VALUE=16.556 PROB=0.011
N=841

CHART 8

FIRM SIZE BY HIGH SCHOOL CURRICULUM

[CODE 8: FIRM-SZ]

FREQUENCY
PERCENT
ROW %
COL. %

	1-25	26-50	51-100	101-200	200-300	OVER 300	TOTAL
ACADEMIC	8.66	3.9	2.6	1.95	0.43	8.66	26.19
	33.06	14.88	9.92	7.44	1.65	33.06	
	22.6	26.47	21.05	19.15	9.52	43.48	
GENERAL	8.01	2.81	2.6	0.65	0.65	3.03	17.75
	45.12	15.85	14.63	3.66	3.66	17.07	
	20.9	19.12	21.05	6.38	14.29	15.22	
AVTS	14.94	4.98	4.55	4.55	1.95	5.63	36.58
	40.83	13.61	12.43	12.43	5.33	15.38	
	38.98	33.82	36.84	44.68	42.86	28.26	
HIGH SCHOOL	6.71	3.03	2.6	3.03	1.52	2.6	19.48
VOCATIONAL	34.44	15.56	13.33	15.56	7.78	13.33	
	17.51	20.59	21.05	29.79	33.33	13.04	
TOTAL	177	68	576	47	21	92	462
	38.31	14.72	12.34	10.17	4.55	19.91	100

CHI-SQUARE DF=15 VALUE=30.660 PROB=0.010
N=462

FIRM SIZE
GRAPH 1 - 8

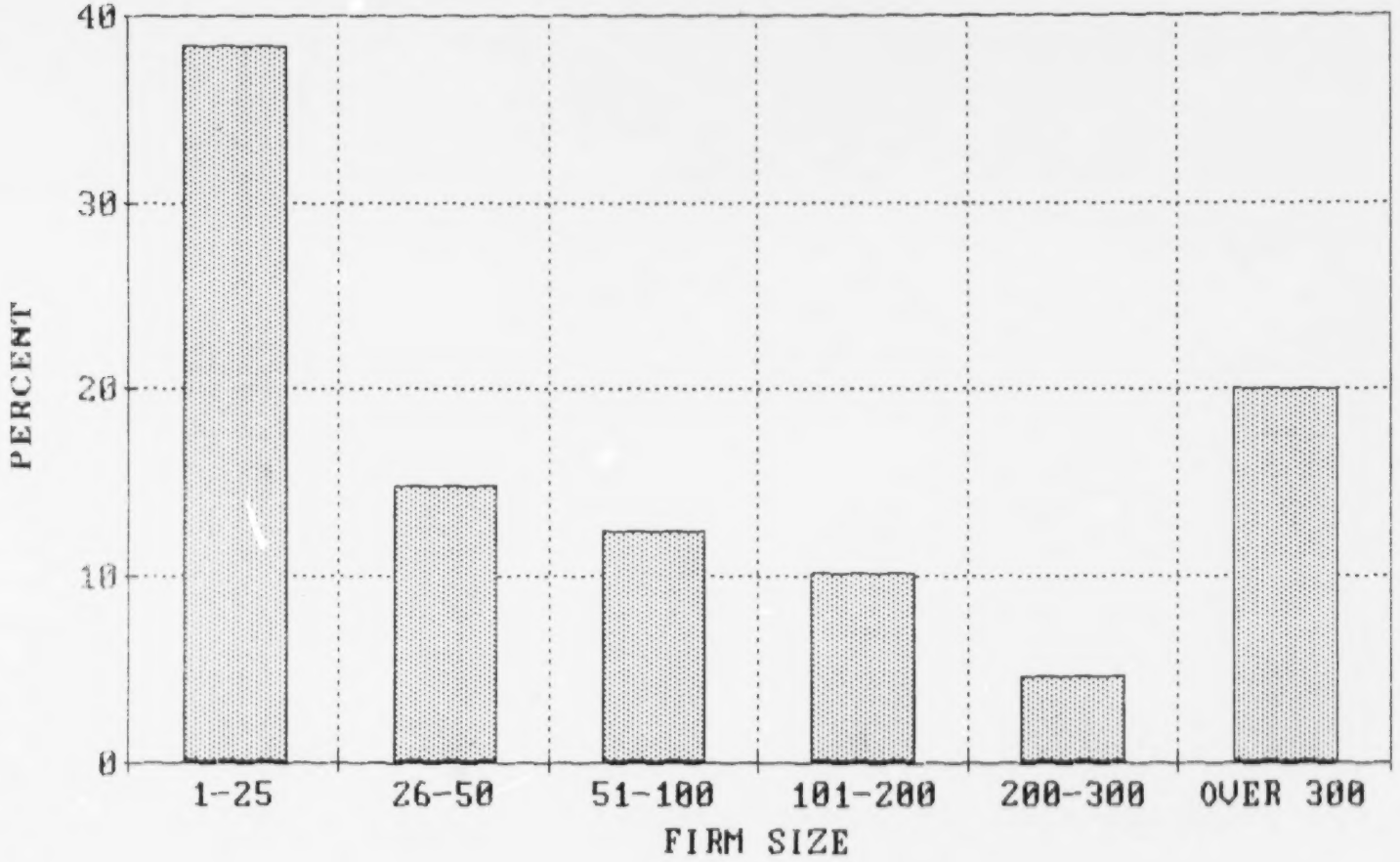


CHART 9

HIGHEST MATH LEVEL BY CURRICULUM AREA
[CODE 9: HMTH-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
GENERAL MATH	0.04	4.58	9.04	3.21	16.87
	0.24	27.14	53.57	19.05	
	0.13	22.66	27.99	18.14	
CAREER	0.08	3.57	5.14	5.66	14.46
VOC MATH	0.56	24.72	35.56	39.17	
	0.27	17.69	15.92	31.97	
ALGEBRA I	0.08	3.98	9.44	4.62	18.11
GEN ALGEBRA	0.44	21.95	52.11	25.5	
	0.27	19.68	29.23	26.08	
GEOMETRY	0.96	2.25	2.73	1.53	7.47
	12.9	30.11	36.56	20.43	
	3.23	11.13	8.46	8.62	
ALGEBRA II	1.81	3.82	4.94	2.17	12.73
	14.2	29.97	38.8	17.03	
	6.06	18.89	15.3	12.24	
TRIG	9.04	1.2	0.76	0.36	11.37
COLL LVL MAT	79.51	10.6	6.71	3.18	
	30.32	5.96	2.36	2.04	
PRE-CALCULUS	4.26	0.6	0.24	0.04	5.14
	82.81	11.72	4.69	0.78	
	14.29	2.98	0.75	0.23	
CALCULUS AND	11.24	0.2	0	0.12	11.57
ANALY GEOM	97.22	1.74	0	1.04	
	37.74	0.99	0	0.68	
ADV MATH	2.29	0	0	0	2.29
UNIV/COLLEGE	100	0	0	0	
CREDIT	7.68	0	0	0	
TOTAL	742	503	804	441	2490
	29.8	20.2	32.29	17.71	100

CHI-SQUARE DF=24 VALUE=1944.670
PROB=0.000 N=2490

CHART 10

HIGHEST MATH LEVEL BY YEAR OF GRADUATION
[CODE 10: HMTH-YOG]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
GENERAL MATH	6.95	5.82	4.1	16.87
	41.19	34.52	24.29	
	19.77	17.37	13.08	
CAREER	4.94	4.18	5.34	14.46
VOC MATH	34.17	28.89	36.94	
	14.06	12.46	17.05	
ALGEBRA I	7.99	6.63	3.49	18.11
GEN ALGEBRA	44.12	36.59	19.29	
	22.74	19.76	11.15	
GEOMETRY	1.93	2.21	3.33	7.47
	25.81	29.57	44.62	
	5.49	6.59	10.64	
ALGEBRA II	4.98	3.82	3.94	12.73
	39.12	29.97	30.91	
	14.17	11.38	12.56	
TRIG	3.73	4.58	3.05	11.37
COLL LVL MAT	32.86	40.28	26.86	
	10.63	13.65	9.74	
PRE-CALCULUS	0.44	1.89	2.81	5.14
	8.59	36.72	54.69	
	1.26	5.63	8.97	
CALCULUS AND	3.61	3.73	4.22	11.57
ANALY GEOM	31.25	32.29	36.46	
	10.29	11.14	13.46	
ADV MATH	0.56	0.68	1.04	2.29
UNIV/COLLEGE	24.56	29.82	45.61	
CREDIT	1.6	2.04	3.33	
TOTAL	875	835	780	2490
	35.14	33.53	31.33	100

CHI-SQUARE DF=16 VALUE=132.261
PROB=0.000 N=2490

CHART 11

JOB PREPARATION VALUE BY HIGH SCHOOL CURRICULUM

[CODE 11: HSC-JPRP]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	19	4	42	23	88
HELPFUL	2.26	0.48	4.99	2.73	10.45
	21.59	4.55	47.73	26.14	
	6.35	2.90	16.87	14.74	10.45
HELPFUL	137	70	123	82	412
	16.27	8.31	14.61	9.74	48.93
	33.25	16.99	29.85	19.90	
	45.82	50.72	49.40	52.56	48.93
NOT	123	57	71	43	294
HELPFUL	14.61	6.77	8.43	5.11	34.92
	41.84	19.39	24.15	14.63	
	41.14	41.30	28.51	27.56	34.92
NA	20	7	13	8	48
	2.38	0.83	1.54	0.95	5.70
	41.67	14.58	27.08	16.67	
	6.69	5.07	5.22	5.13	5.70
TOTAL	299	138	249	156	842
	35.51	16.39	29.57	18.53	100.00

CHI SQUARE DF=9 VALUE=37.069 PROB=0.000
N=842

JOB PREP. VALUE OF HS CURRICULUM
GRAPH 1 - 11

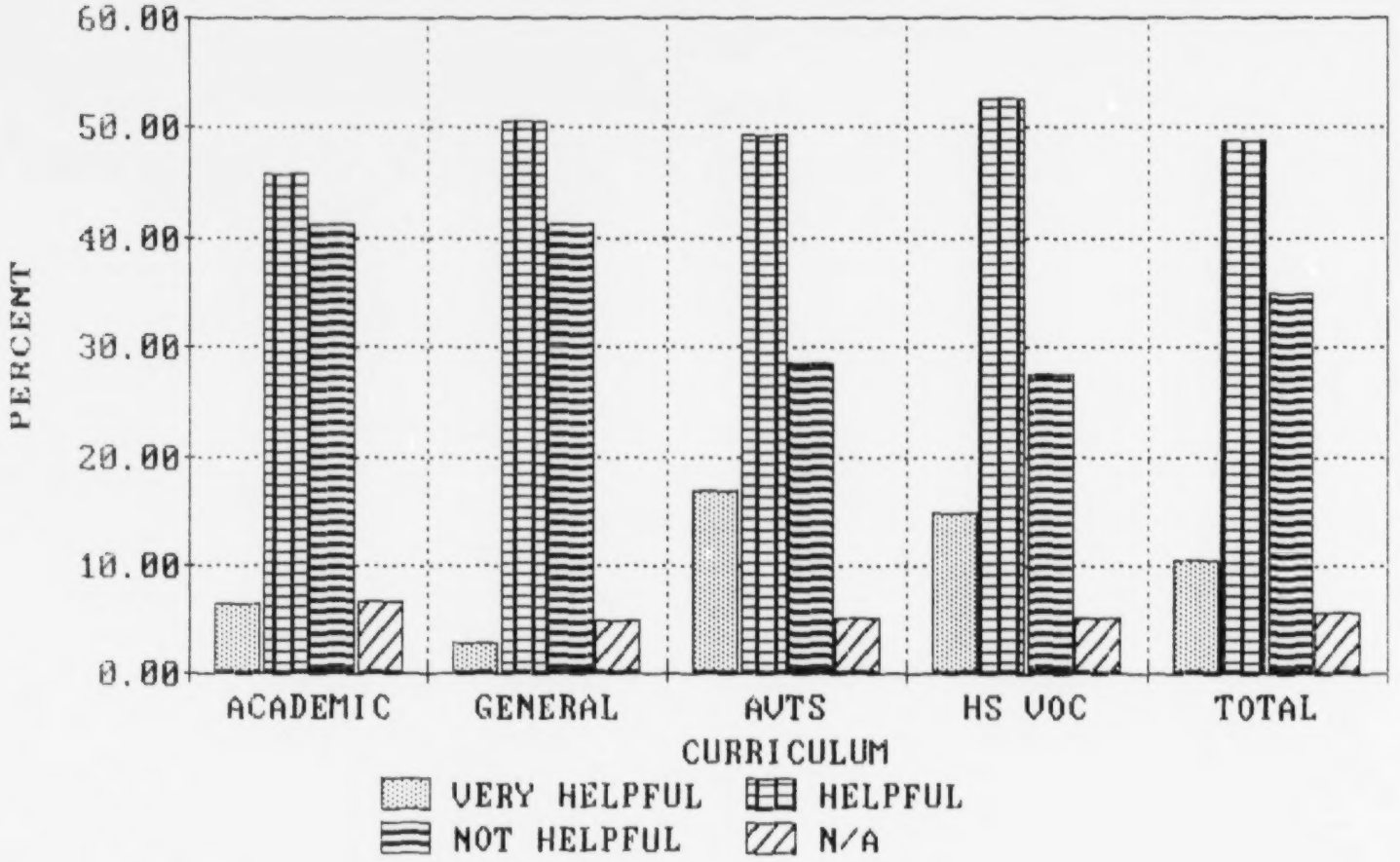


CHART 12

HIGHEST SCIENCE LEVEL BY CURRICULUM

[CODE 12: HSCI-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
NA	0	.04	0.16	0.2	0.4
	0	0.2	0.5	1.13	
	0	10	40	50	
GENERAL	1.16	15.74	30.36	16.31	63.57
SCIENCE	3.91	77.93	94.03	92.06	
	1.83	24.76	47.76	25.65	
CHEMISTRY	4.74	3.29	1.24	0.84	10.12
	15.9	16.3	3.86	4.76	
	46.83	32.54	12.3	8.33	
PHYSICS	14.98	0.772	0.52	0.32	16.55
	50.27	3.58	1.62	1.81	
	90.53	4.37	3.16	1.94	
ADVANCED	7.43	0.4	0	0	7.87
CHEMISTRY	24.93	1.99	0	0	
	94.39	5.1	0	0	
ADVANCED	1.45	0	0	0	1.45
PHYSICS	4.85	0	0	0	
ENGINR	100	0	0	0	
ADV SCIENCE	0.04	0	0	0	0.04
UNIV/COLL	0.13	0	0	0	
CREDIT	100	0	0	0	
TOTAL	742	503	804	441	2490
	29.8	20.2	32.29	17.71	100

CHI-SQUARE DF=18 VALUE=1909.147 PROB=0.000
N=2490

CHART 13

HIGHEST SCIENCE LEVEL BY YEAR OF GRADUATION

[CODE 13: HSCI-YOG]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
NA	0.24	0.16	0	0.4
	0.69	0.48	0	
	60	40	0	
GENERAL SCIENCE	25.58	19.68	18.31	63.57
	72.8	58.68	58.46	
	40.24	30.95	28.81	
CHEMISTRY	2.77	3.53	3.82	10.12
	7.89	10.54	12.18	
	27.38	34.92	37.7	
PHYSICS	4.46	6.27	5.82	16.55
	12.69	18.68	18.59	
	26.94	37.86	35.19	
ADVANCED CHEMISTRY	1.73	3.29	2.85	7.87
	4.91	9.82	9.1	
	21.94	41.84	36.22	
ADVANCED PHYSICS ENGINR	0.36	0.56	0.52	1.45
	1.03	1.68	1.67	
	25	38.89	36.11	
ADV SCIENCE UNIV/COLL CREDIT	0	0.04	0	0.04
	0	0.12	0	
	0	100	0	
TOTAL	875	835	780	2490
	35.14	33.53	31.33	100

CHI-SQUARE DF=12 VALUE=61.822
PROB=0.000 N=2490

CHART 14

EMPLOYMENT SECTOR VERSUS WEEKLY EARNINGS

[CODE 14: JB-WKERN]

SECTOR	N	MEAN	MINIMUM	MAXIMUM	STD
MANUFACTURING	79	357.38	85.00	2000.00	233.68
CONSTRUCTION	49	443.24	134.00	1032.00	207.08
SERVICE	56	381.07	95.00	1800.00	259.74
PUBLIC	44	380.34	142.00	1374.00	213.97
FARM	5	250.93	170.00	343.00	76.31
HEALTH	56	371.21	111.00	850.00	174.69
SALES	40	333.00	150.00	1500.00	284.70
MINING	12	612.30	330.40	1866.67	419.27
TRANSPORTATION	25	419.07	165.20	2200.00	400.13
FOOD	20	272.37	100.00	573.50	142.69

CHART 15

SEEKING NEW EMPLOYMENT BY CURRICULUM AREAS

[CODE 15: JBSK-HSC]

PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
YES	12.39	6.68	7.9	5.71	32.76
	37.92	20.45	24.16	17.47	
	35.54	40.15	26.32	30.92	
NO	22.48	9.96	22.11	12.76	67.25
	33.39	14.8	32.85	18.95	
	64.46	59.85	73.68	69.08	
TOTAL	287	137	246	152	823
	34.87	16.65	30.01	18.47	100

CHI-SQUARE DF=3 VALUE=9.299 PROB=0.026
N=823

CHART 16

RELATIONSHIP OF OCCUPATION WITH HIGH SCHOOL CURRICULUM

[CODE 16:JREL-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY RELATED	3	9	99	42	153
	0.38	1.14	12.50	5.30	19.32
	1.96	5.88	64.71	27.45	
	1.15	7.09	39.29	27.63	
RELATED	9	20	85	43	157
	1.14	2.53	10.73	5.43	19.82
	5.73	12.74	54.14	27.39	
	3.45	15.75	33.73	28.29	
NOT RELATED	249	98	68	67	482
	31.44	12.37	8.59	8.46	60.86
	51.66	20.33	14.11	13.90	
	95.40	77.17	26.98	44.08	
TOTAL	261	127	252	152	792
	32.95	16.04	31.82	19.19	100.00

CHI-SQUARE DF=6 VALUE=289.603 PROB=0.000
N=792

REPORT COMPACTED FOR CLARITY

RELATIONSHIP OF OCC. TO HS CURRICULUM
GRAPH 1 - 16

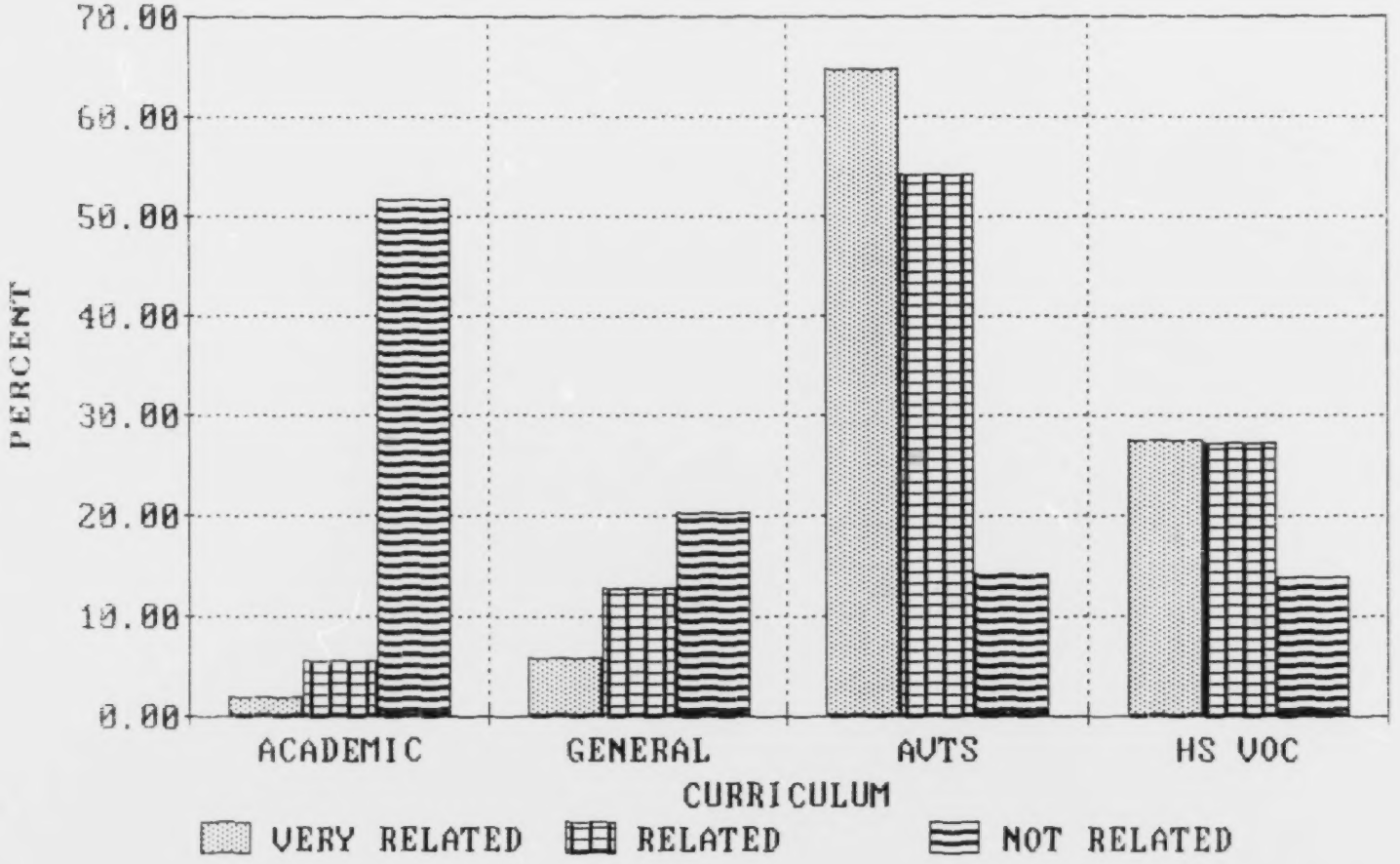


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CHART 17

SEEKING RELATED EMPLOYMENT BY CURRICULUM

[CODE 17: JREL-TRY]

FREQUENCY
PERCENT
ROW %
COL. %

	TRIED JUST	DID NOT WANT REL	DOESN'T APPLY	TRIED FOR ANY JOB	DID NOT SEEK EMP	TOTAL
ACADEMIC	44	8	141	78	23	294
	5.29	0.96	16.97	9.39	2.77	35.38
	14.97	2.72	47.96	26.53	7.82	
	18.88	15.38	60.52	28.57	57.50	
GENERAL	22	8	39	57	5	131
	2.65	0.96	4.69	6.86	0.60	15.76
	16.79	6.11	29.77	43.51	3.82	
	9.44	15.38	16.74	20.88	12.50	
AVTS	106	27	31	84	4	252
	12.76	3.25	3.73	10.11	0.48	30.32
	42.06	10.71	12.30	33.33	1.59	
	45.49	51.92	13.30	30.77	10.00	
HS	61	9	22	54	8	154
VOCATIONAL	7.34	1.08	2.65	6.50	0.96	18.53
	39.61	5.84	14.29	35.06	5.19	
	26.18	17.31	9.44	19.78	20.00	
TOTAL	233	52	233	273	40	831
	28.04	6.26	28.04	32.85	4.81	100.00

CHI-SQUARE DF=12 VALUE=156.831 PROB=0.000
N=831

REPORT COMPACTED FOR CLARITY

CHART 18

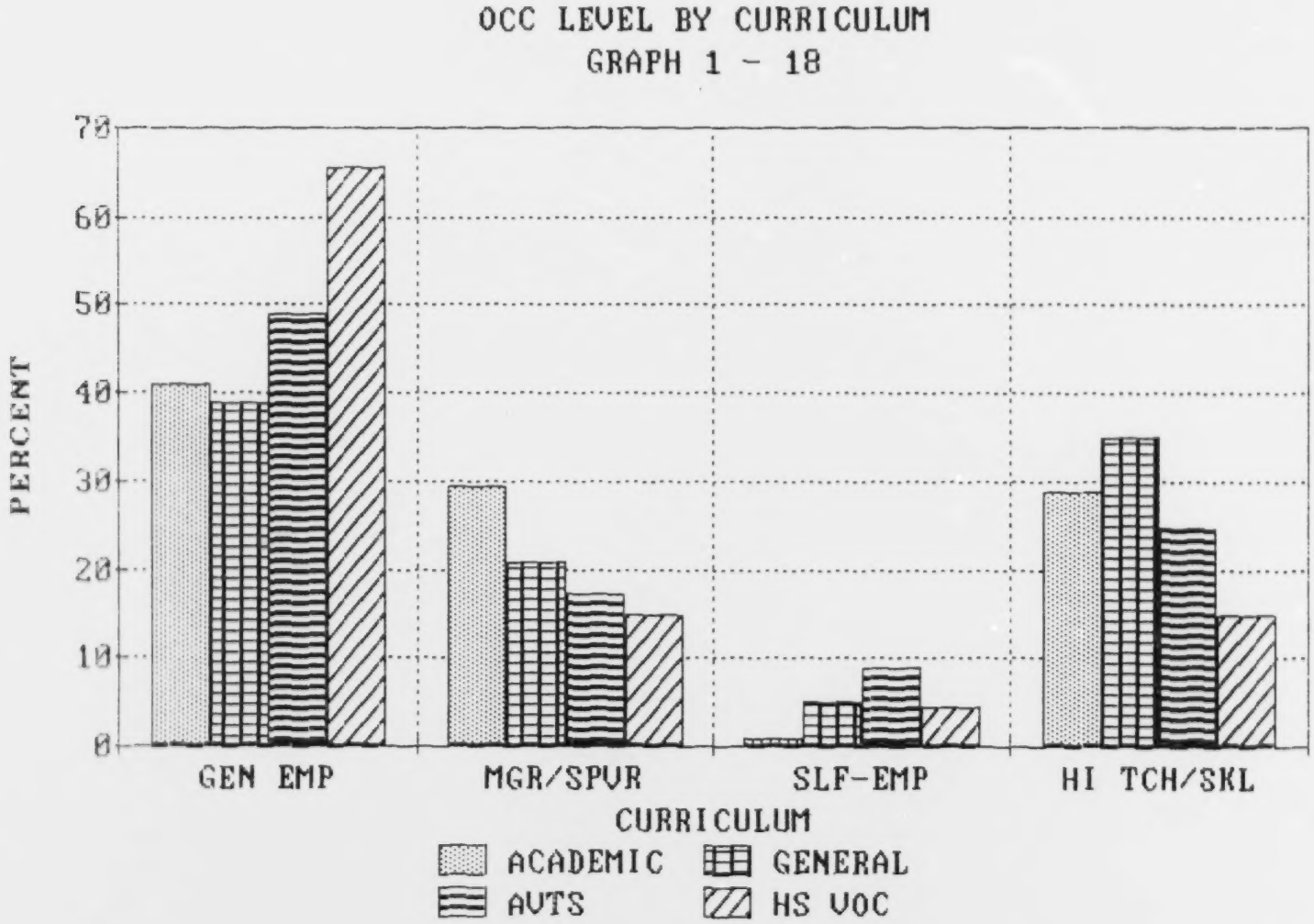
EMPLOYMENT LEVEL BY HIGH SCHOOL CURRICULUM

[CODE 18: LVL-HSC]

PERCENT
ROW %
COL. %

	GEN EMP	MGR/SPVR	OWNER SLF-EMP	HI TCH/SKL	TOTAL
ACADEMIC	11.04	7.95	0.22	7.73	26.93
	40.98	29.51	0.82	28.69	
	22.83	38.3	4.17	30.17	
GENERAL	6.62	3.53	0.88	5.96	17
	38.96	20.78	5.19	35.06	
	13.7	17.02	16.67	23.28	
AVTS	18.1	6.4	3.31	9.05	36.87
	49.1	17.37	8.98	24.55	
	37.44	30.85	62.5	35.34	
HIGH SCHOOL VOCATIONAL	12.58	2.87	0.88	2.87	19.21
	65.52	14.94	4.6	14.94	
	26.03	13.83	16.67	11.21	
TOTAL	219	94	24	116	453
	48.34	20.75	5.3	25.61	100

CHI-SQUARE DF=9 VALUE=31.000 PROB=0.000
N=453


OCC LEVEL BY CURRICULUM
GRAPH 1 - 18
PERCENT
70
60
50
40
30
20
10
0
GEN EMP
MGR/SPVR
SLF-EMP
HI TCH/SKL
CURRICULUM
ACADEMIC
GENERAL
AVTS
HS VOC

60

61

CHART 19

GRADUATE MOBILITY BY HIGH SCHOOL CURRICULUM

[CODE 19: MOB-HSC]

PERCENT
ROW %
COL. %

	SAME DIST	SAME CO	‹ 50 MI	› 50 MI	NOT PA	TOTAL
ACADEMIC	21.13	1.89	1.89	6.49	3.66	35.06
	60.27	5.39	5.39	18.52	10.44	
	31.68	36.36	29.63	52.88	38.75	
GENERAL	12.16	0.47	1.3	1.18	1.3	16.41
	74.1	2.88	7.91	7.19	7.91	
	18.23	9.09	20.37	9.62	13.75	
AVTS	21.13	1.77	1.42	3.19	2.6	30.11
	70.2	5.88	4.71	10.59	8.63	
	31.68	34.09	22.22	25.96	27.5	
HIGH SCHOOL VOCATIONAL	12.28	1.06	1.77	1.42	1.89	18.42
	66.67	5.77	9.62	7.69	10.26	
	18.41	20.45	27.78	11.54	20	
TOTAL	565	44	54	104	80	847
	66.71	5.19	6.38	12.28	9.45	100

CHI-SQUARE DF=12 VALUE=26.447 PROB=0.009
N=847

GRAD MOBILITY BY HS CURRICULUM
GRAPH 1 - 19

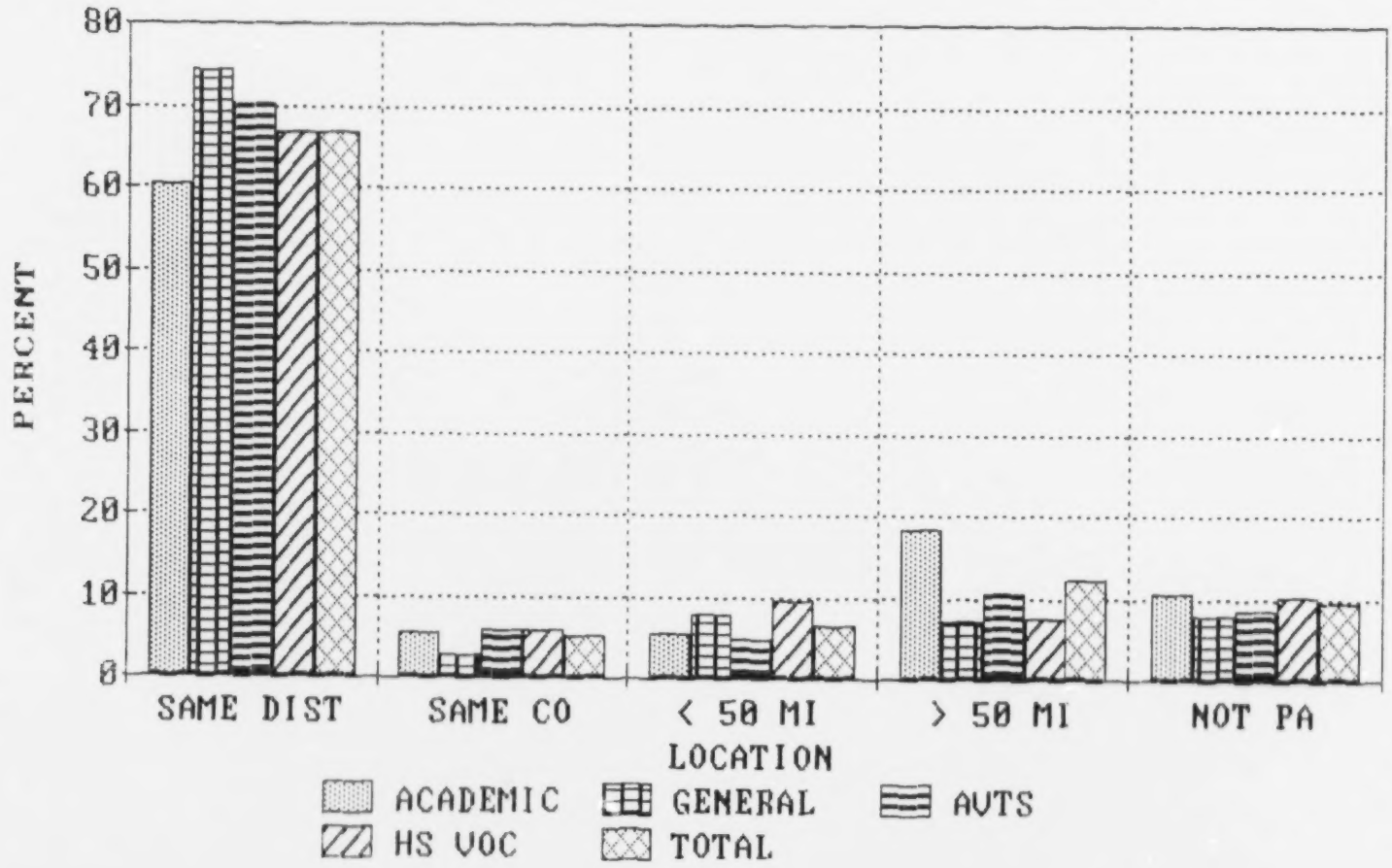


CHART 20

GRADUATE MOBILITY BY YEAR OF GRADUATION

[CODE 20: MOB-YR]

PERCENT
ROW %
COL. %

	SAME DIST	SAME CO	< 50 MI	> 50 MI	NOT PA	TOTAL
1983	21.13	2.48	2.36	4.84	3.9	34.71
	60.88	7.14	6.8	13.95	11.22	
	31.68	47.73	37.04	39.42	41.25	
1986	19.48	1.65	2.24	4.13	3.66	31.17
	62.5	5.3	7.2	13.26	11.74	
	29.2	31.82	35.19	33.65	38.75	
1989	26.09	1.06	1.77	3.31	1.89	34.12
	76.47	3.11	5.19	9.69	5.54	
	39.12	20.45	27.78	26.92	20	
TOTAL	565	44	54	104	80	847
	66.71	5.19	6.38	12.28	9.45	100

CHI-SQUARE DF=8 VALUE=21.473 PROB=0.006
N=847

GRADUATE MOBILITY BY YEAR GRADUATED
GRAPH 1 - 20

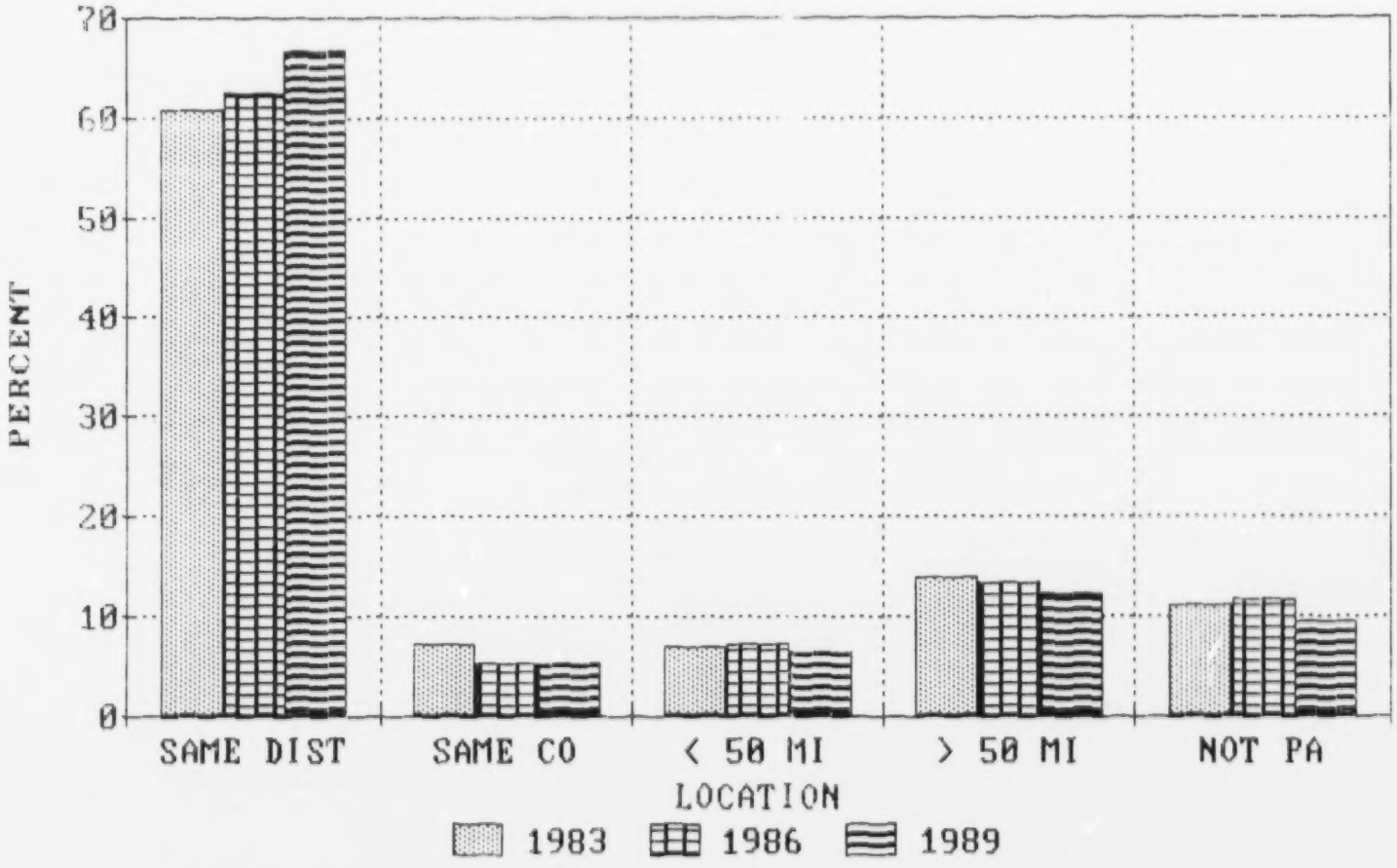


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CHART 21

TOTAL MATH CREDITS BY YEAR OF GRADUATION

GENERAL LINEAR MODELS PROCEDURE

[CODE 21: MTH-YOG]

BONFERRONI (DUNN) T-TEST FOR VARIABLE TOTAL MATH CREDITS

ALPHA=.05 CONFIDENCE=0.95 DF=2487 MSE=0.91885
CRITICAL VALUE OF T=2.39560

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY "*"

YEAR COMPARISONS	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	* DENOTES SIGNIFICANCE AT 0.05 LEVEL
1989 - 1986	0.45137	0.56571	0.68006	****
1989 - 1983	0.67269	0.78577	0.89885	****
1986 - 1989	-0.68006	-0.56571	-0.45137	****
1986 - 1983	0.10896	0.22006	0.33115	****
1983 - 1989	-0.89885	-0.78577	-0.67269	****
1983 - 1986	-0.33115	-0.22006	-0.10896	****

CHART 22

RATIONALE FOR NOT ENTERING POST-SECONDARY EDUCATION

DATA COMBINATION [CODE 22: NO-PSED2]

FREQUENCY
PERCENT
ROW %
COL. %

	SOUGHT JOB ENTRY	ENTERED MILITARY	LACK REQ	LACK $	MARRIAGE	TOTAL
ACADEMIC	12	6	0	5	1	24
	3.58	1.79	0.00	1.49	0.30	7.16
	50.00	25.00	0.00	20.83	4.17	
	6.67	16.67	0.00	7.58	2.94	
GENERAL	27	8	6	17	7	65
	8.06	2.39	1.79	5.07	2.09	19.40
	41.54	12.31	9.23	26.15	10.77	
	15.00	22.22	31.58	25.76	20.59	
AVTS	92	16	8	30	19	165
	27.46	4.78	2.39	8.96	5.67	49.25
	55.76	9.70	4.85	18.18	11.52	
	51.11	44.44	42.11	45.45	55.88	
HS VOC	49	6	5	14	7	81
	14.63	1.79	1.49	4.18	2.09	24.18
	60.49	7.41	6.17	17.28	8.64	
	27.22	16.67	26.32	21.21	20.59	
TOTAL	180	36	19	66	34	335
	53.73	10.75	5.67	19.70	10.15	100.00

CHI-SQUARDF=12 VALUE=37.752 PROB=0.000
N=438 MISSING=1

REPORT COMPACTED FOR CLARITY

REASON FOR NO POST-SEC EDUCATION
GRAPH 1 - 22

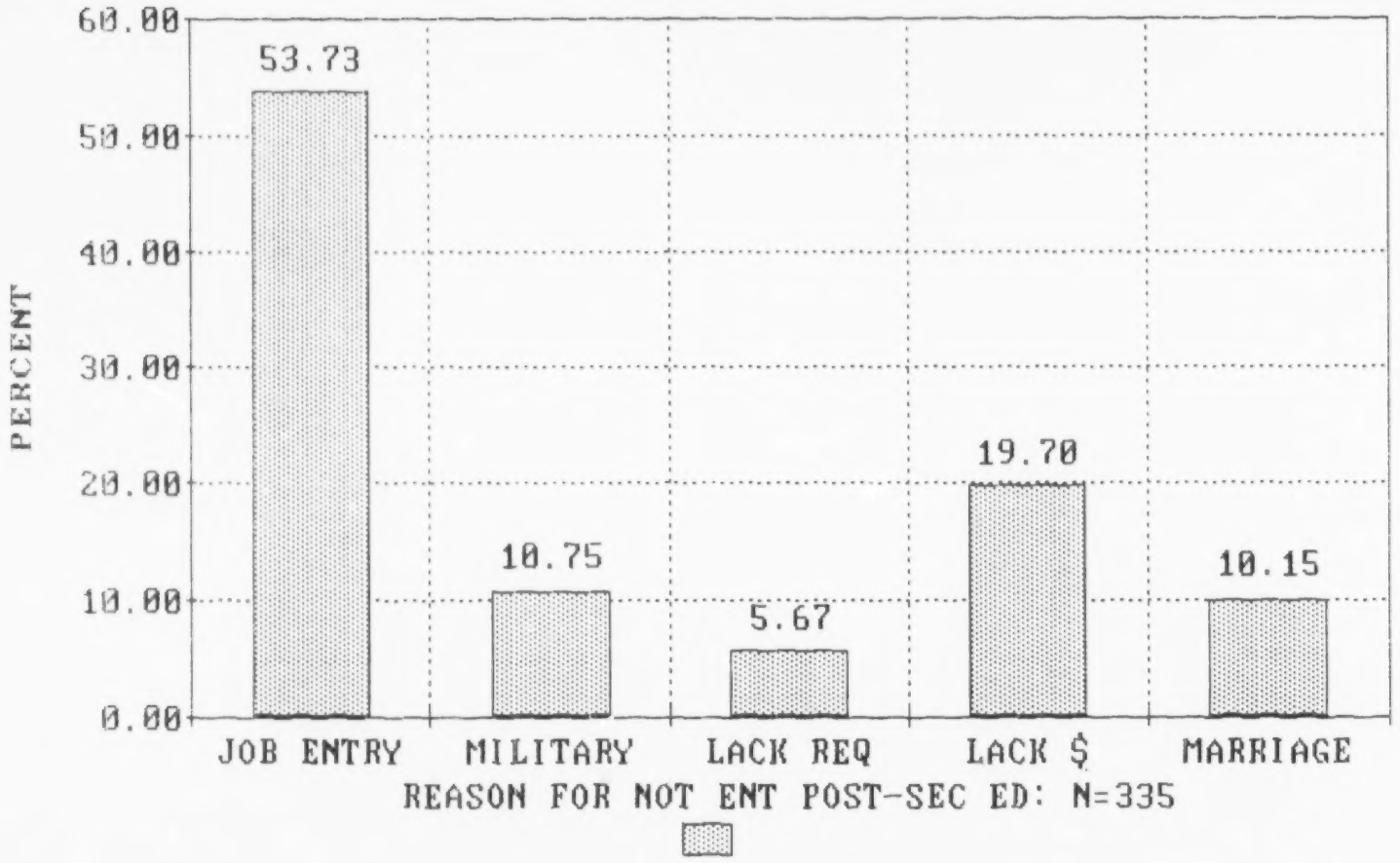


CHART 23

JOB SECTOR BY HIGH SCHOOL CURRICULUM
[CODE 23: OCC-HSC]

PERCENT ROW % COL. %	MANUFG	CONST	SERVICE	PUBLIC	FARM
ACADEMIC	4.04	0.67	4.94	6.07	0
	15	2.5	18.33	22.5	0
	20.22	5.77	34.38	48.21	0
GENERAL	3.37	2.92	1.57	2.02	0.45
	19.74	17.11	9.21	11.84	2.63
	16.85	25	10.94	16.07	25
AVTS	8.31	6.29	4.72	2.92	0.45
	22.84	17.28	12.96	8.02	1.23
	41.57	53.85	32.81	23.21	25
HIGH SCHOOL	4.27	1.8	3.15	1.57	0.9
VOCATIONAL	21.84	9.2	16.09	8.05	4.6
	21.35	15.38	21.88	12.5	50
TOTAL	89	52	64	56	8
	20	11.69	14.38	12.58	1.8

PERCENT ROW % COL. %	HEALTH	SALES	MINING	TRANSP	FOODS	TOTAL
ACADEMIC	7.19	2.02	0.45	0.67	0.9	26.97
	26.67	7.5	1.67	2.5	3.33	
	49.23	20.45	15.38	11.54	14.29	
GENERAL	1.8	2.02	0.45	1.12	1.35	17.08
	10.53	11.84	2.63	6.58	7.89	
	12.31	20.45	15.38	19.23	21.43	
AVTS	3.15	3.82	1.8	2.92	2.02	36.4
	8.64	10.49	4.94	8.02	5.56	
	21.54	38.64	61.54	50	32.14	
HIGH SCHOOL	2.47	2.02	0.22	1.12	2.02	19.55
VOCATIONAL	12.64	10.34	1.15	5.75	10.34	
	16.92	20.45	7.69	19.23	32.14	
TOTAL	65	44	13	26	28	445
	14.61	9.89	2.92	5.84	6.29	100

CHI-SQUARE DF=27 VALUE=70.836 PROB=0.000 N=445

SUMMARY %

20	11.69	14.38	12.58	1.8
MFG	CONST	SERV	PUB	FARM
14.61	9.89	2.92	5.84	6.29
HEALTH	SALES	MINING	TRANS	FOODS

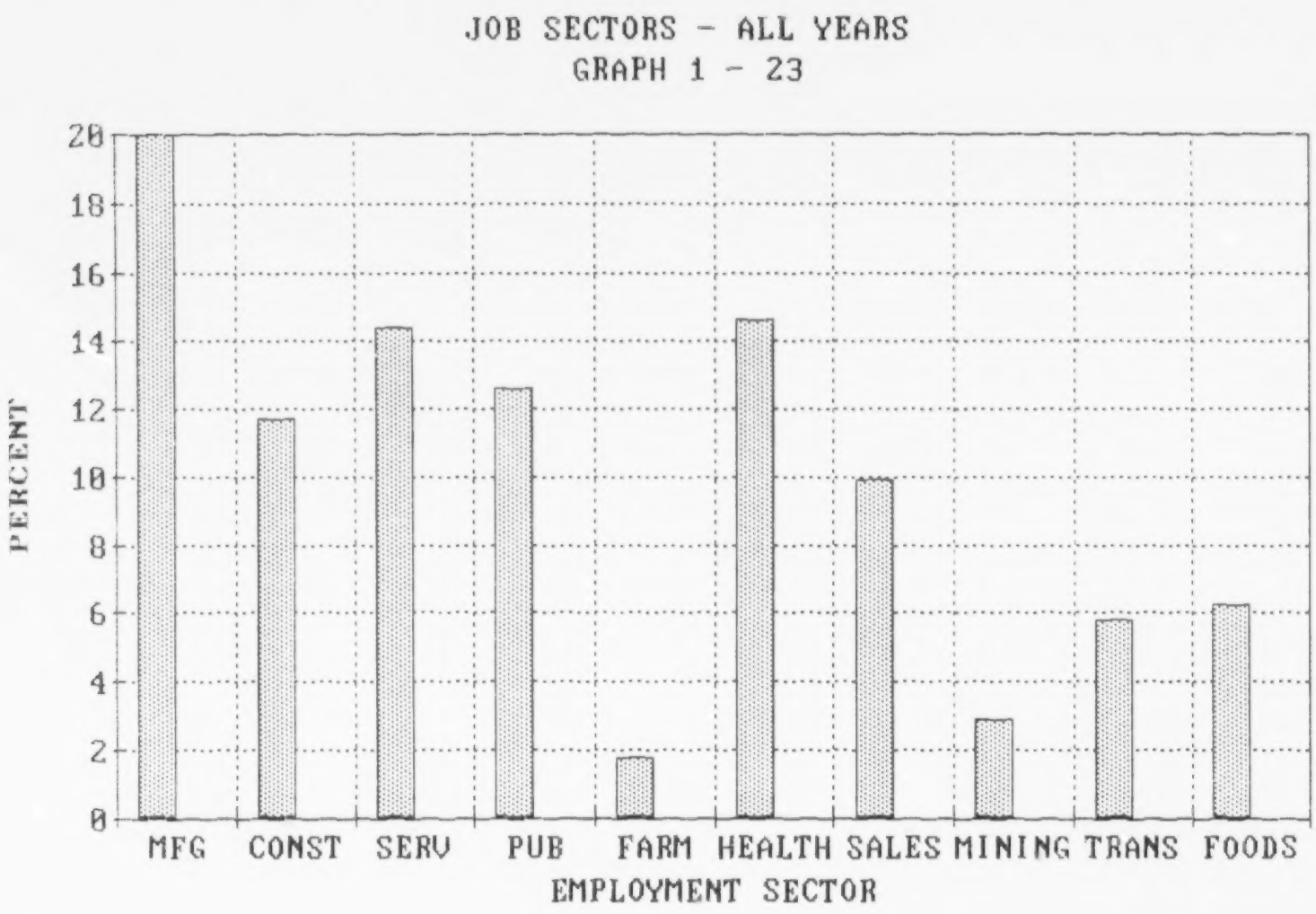

JOB SECTORS - ALL YEARS
GRAPH 1 - 23
PERCENT
20
18
16
14
12
10
8
6
4
2
0
MFG
CONST
SERV
PUB
FARM
HEALTH
SALES
MINING
TRANS
FOODS
EMPLOYMENT SECTOR

CHART 24

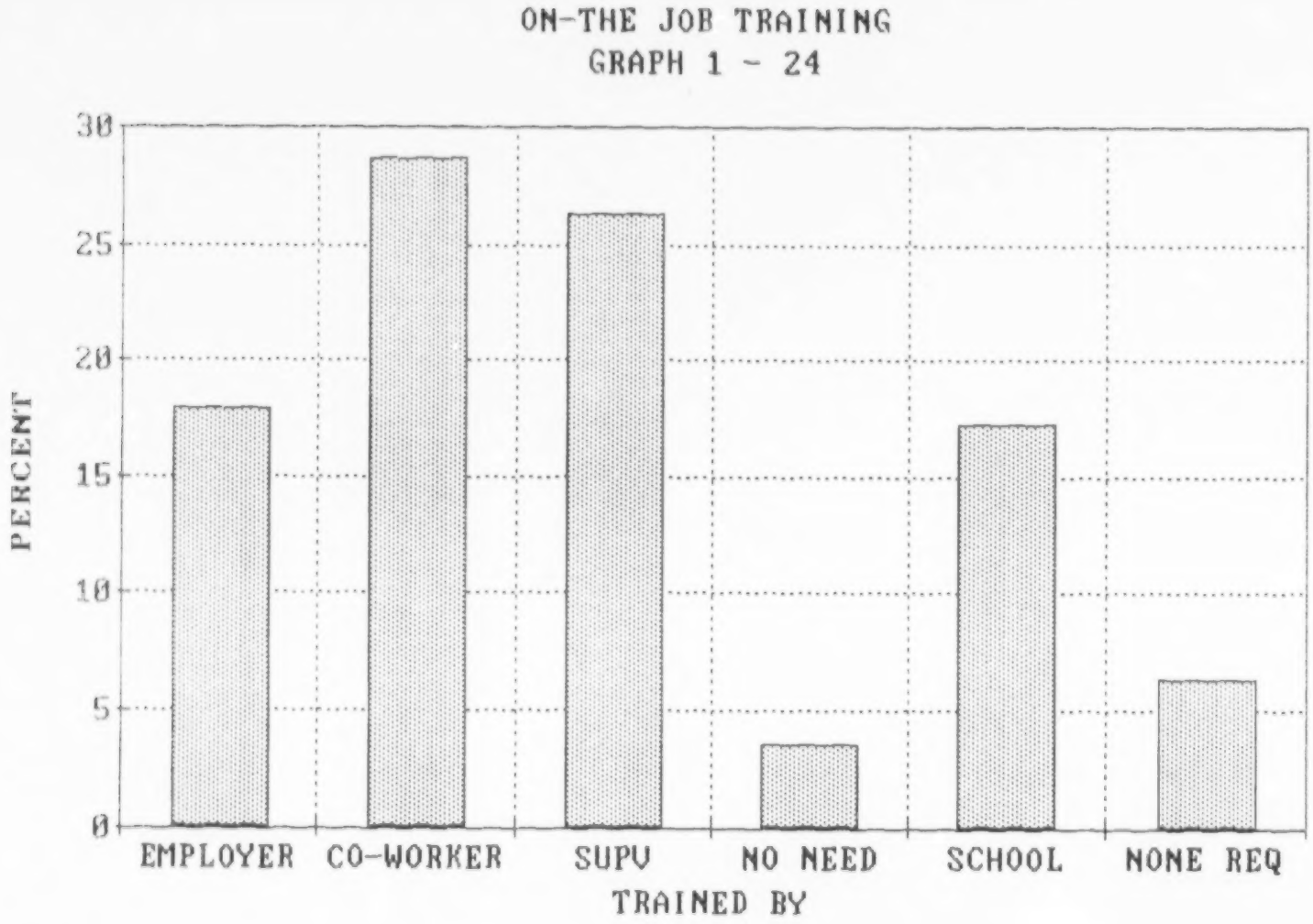
ON-THE-JOB TRAINING BY HIGH SCHOOL CURRICULUM

[CODE 24: OJT-HSC]

PERCENT
ROW %
COL. %

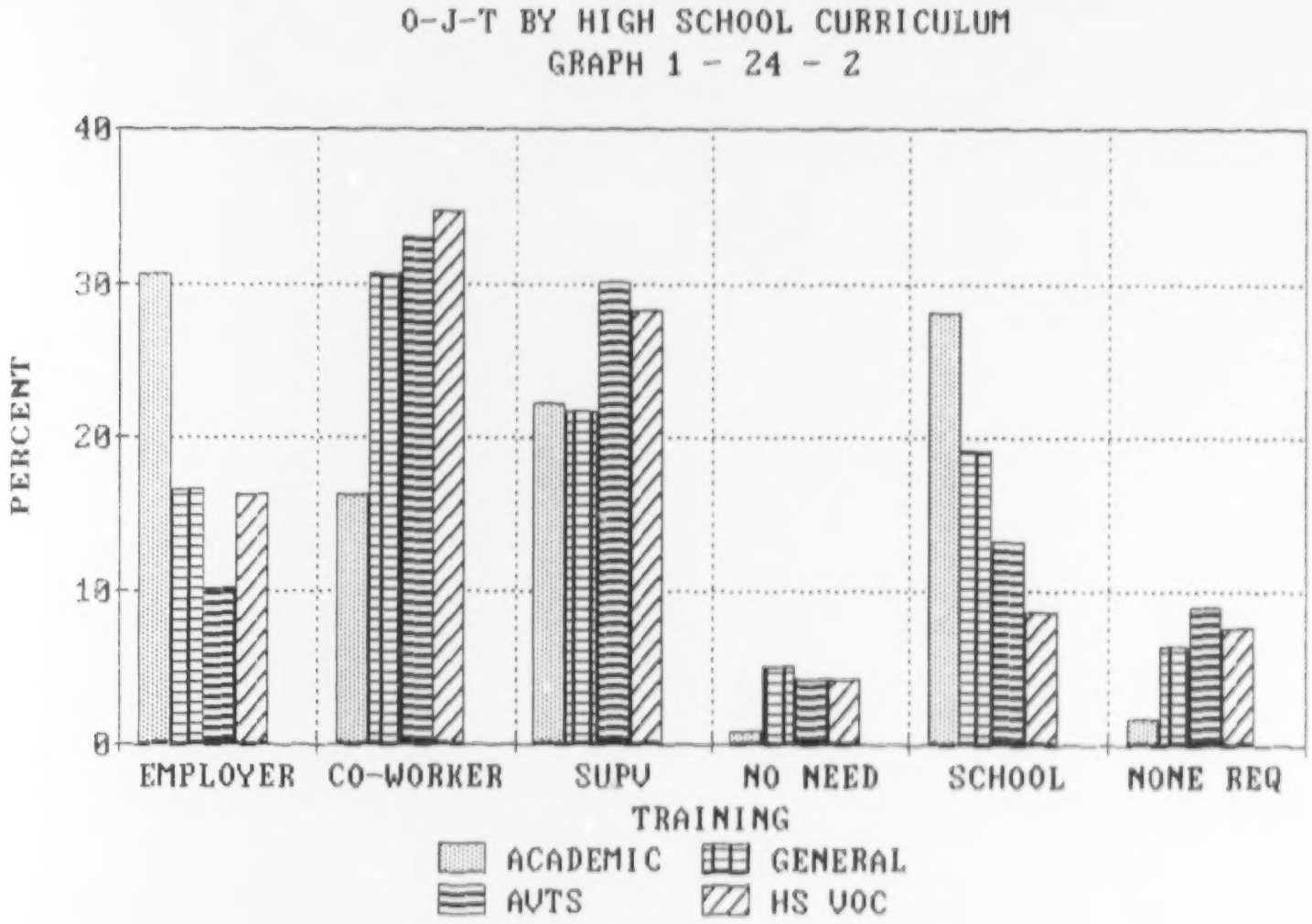
TRAINED BY:	EMPLOYER	CO-WORKER	SUPV	NO NEED	SCHOOL	NONE REQ	TOTAL
ACADEMIC	7.95	4.19	5.74	0.22	7.28	0.44	25.83
	30.77	16.24	22.22	0.85	28.21	1.71	
	44.44	14.62	21.85	6.25	42.31	6.9	
GENERAL	2.87	5.3	3.75	0.88	3.31	1.1	17.22
	16.67	30.77	21.79	5.13	19.23	6.41	
	16.05	18.46	14.29	25	19.23	17.24	
AVTS	3.75	12.14	11.04	1.55	4.86	3.31	36.64
	10.24	33.13	30.12	4.22	13.25	9.04	
	20.99	42.31	42.02	43.75	28.21	51.72	
HIGH SCHOOL VOCATIONAL	3.31	7.06	5.74	0.88	1.77	1.55	20.31
	16.3	34.78	28.26	4.35	8.7	7.61	
	18.52	24.62	21.85	25	10.26	24.14	
TOTAL	81	130	119	16	78	29	453
	17.88	28.7	26.27	3.53	17.22	6.4	100

CHI-SQUARE DF=15 VALUE=50.796 PROB=0.000
N=453


ON-THE JOB TRAINING
GRAPH 1 - 24
PERCENT
30
25
20
15
10
5
0
EMPLOYER
CO-WORKER
SUPV
NO NEED
SCHOOL
NONE REQ
TRAINED BY

76

77


O-J-T BY HIGH SCHOOL CURRICULUM
GRAPH 1 - 24 - 2
PERCENT
40
30
20
10
0
EMPLOYER
CO-WORKER
SUPV
NO NEED
SCHOOL
NONE REQ
TRAINING
ACADEMIC
GENERAL
AVTS
HS VOC

73

79

CHART 25

HELPFULNESS OF JOB PLACEMENT ASSISTANCE BY CURRICULUM

1983 AND 1986 GRADUATES

[CODE 25: PLC-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY HELPFUL	3	2	29	9	43
	0.55	0.36	5.28	1.64	7.83
	6.98	4.65	67.44	20.93	
	1.70	2.30	14.87	9.89	
HELPFUL	40	17	50	21	128
	7.29	3.10	9.11	3.83	23.32
	31.25	13.28	39.06	16.41	
	22.73	19.54	25.64	23.08	
NOT HELPFUL	112	63	111	55	341
	20.40	11.48	20.22	10.02	62.11
	32.84	18.48	32.55	16.13	
	63.64	72.41	56.92	60.44	
NA	21	5	5	6	37
	3.83	0.91	0.91	1.09	6.74
	56.76	13.51	13.51	16.22	
	11.93	5.75	2.56	6.59	
TOTAL	176	87	195	91	549
	32.06	15.85	35.52	16.58	100.00

N=549

CHART 26

HELPFULNESS OF JOB PLACEMENT ASSISTANCE BY CURRICULUM

ALL YEARS [CODE 26: PLC2-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY HELPFUL	5	5	40	9	59
	0.59	0.59	4.74	1.07	7.00
	8.47	8.47	67.80	15.25	
	1.64	3.70	15.87	5.92	
HELPFUL	60	24	70	38	192
	7.12	2.85	8.30	4.51	22.78
	31.25	12.50	36.46	19.79	
	19.74	17.78	27.78	25.00	
NOT HELPFUL	192	93	134	92	511
	22.78	11.03	15.90	10.91	60.62
	37.57	18.20	26.22	18.00	
	63.16	68.89	53.17	60.53	
NA	47	13	8	13	81
	5.58	1.54	0.95	1.54	9.61
	58.02	16.05	9.88	16.05	
	15.46	9.63	3.17	8.55	
TOTAL	304	135	252	152	843
	36.06	16.01	29.89	18.03	100.00

N=549

HELPFULNESS OF JOB PLACEMENT ASSIS.
GRAPH 1 - 26

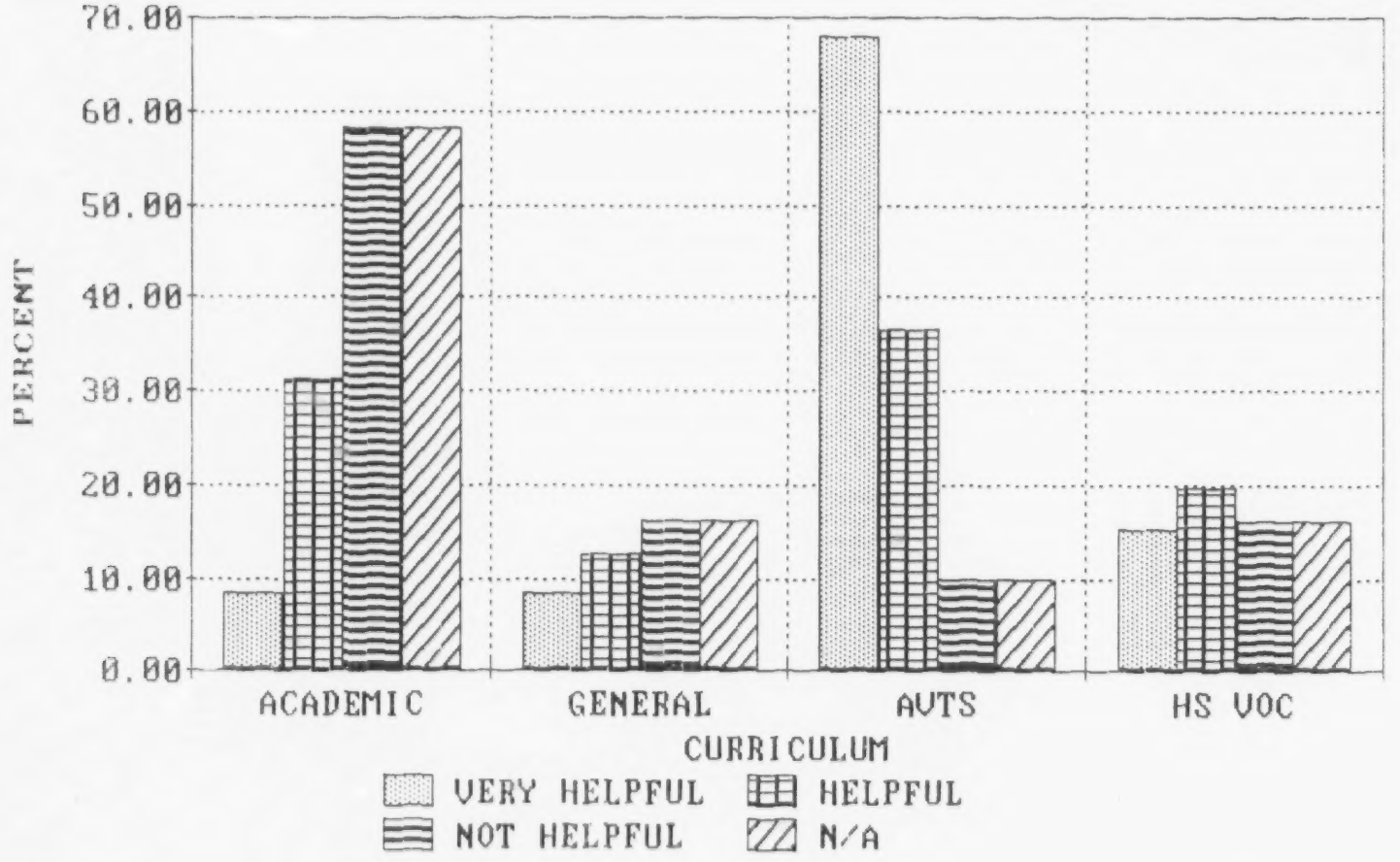


CHART 27

HELPFULNESS OF JOB PLACEMENT ASSISTANCE BY CURRICULUM

1989 GRADUATES ONLY

[CODE 27: PLC3-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY HELPFUL	2	3	11	0	16
	0.69	1.04	3.81	0.00	5.54
	12.50	18.75	68.75	0.00	
	1.63	6.25	19.30	0.00	
HELPFUL	20	7	20	17	64
	6.92	2.42	6.92	5.88	22.15
	31.25	10.94	31.25	26.56	
	16.26	14.58	35.09	27.87	
NOT HELPFUL	75	30	23	37	165
	25.95	10.38	7.96	12.80	57.09
	45.45	18.18	13.94	22.42	
	60.98	62.50	40.35	60.66	
NA	26	8	3	7	44
	9.00	2.77	1.04	2.42	15.22
	59.09	18.18	6.82	15.91	
	21.14	16.67	5.26	11.48	
TOTAL	123	48	57	61	289
	42.56	16.61	19.72	21.11	100.00

N=289

HELPFULNESS OF PLACEMENT ASST (1989)
GRAPH 1 - 27

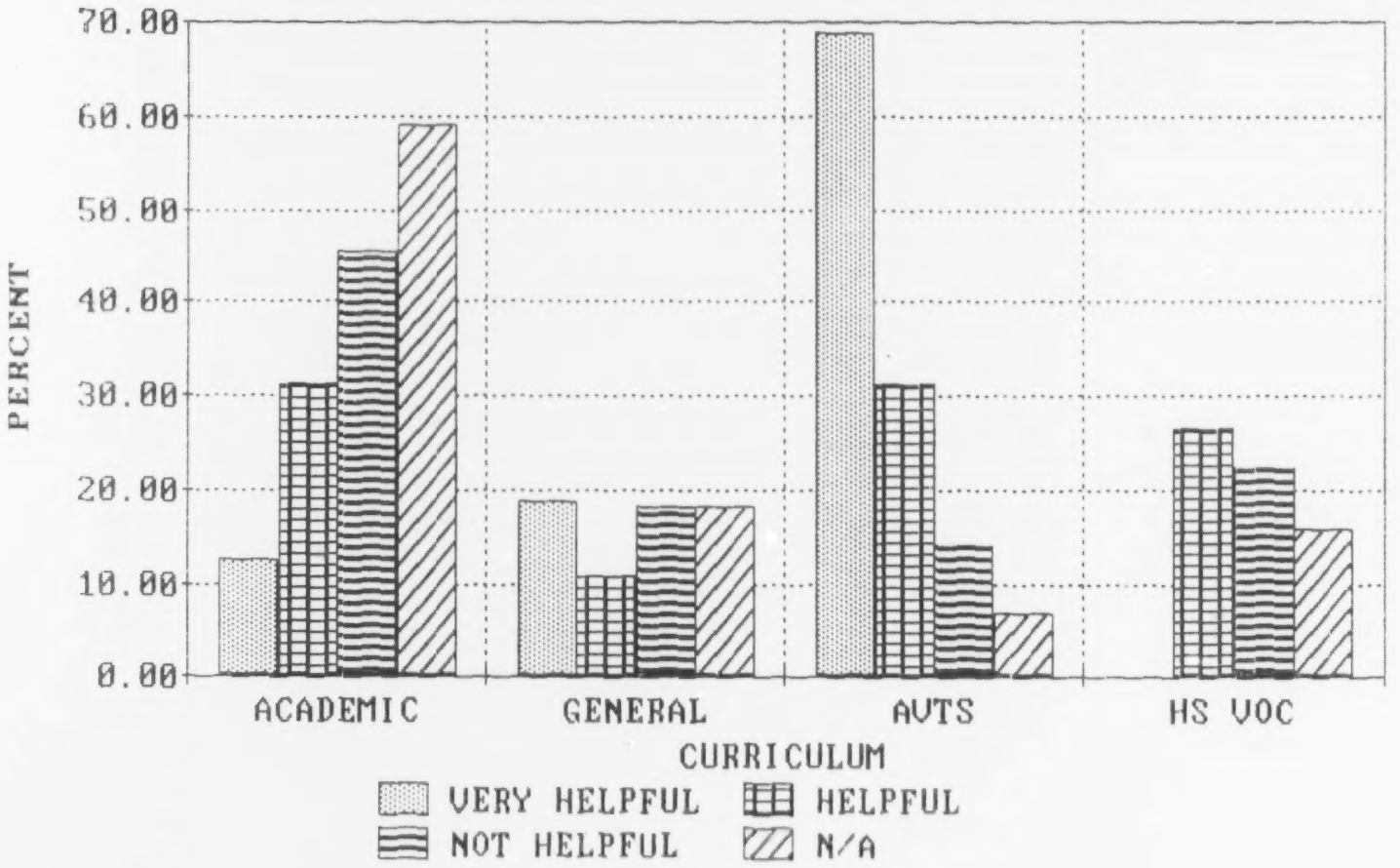


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CHART 28

JOB PLACEMENT ASSISTANCE BY CURRICULUM

1983 AND 1986 GRADUATES

[CODE 28: PLCM-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY HELPFUL	2	0	13	7	22
	0.73	0.00	4.73	2.55	8.00
	9.09	0.00	59.09	31.82	
	3.13	0.00	11.50	12.28	
HELPFUL	16	8	30	13	67
	5.82	2.91	10.91	4.73	24.36
	23.88	11.94	44.78	19.40	
	25.00	19.51	26.55	22.81	
NOT HELPFUL	46	33	70	37	186
	16.73	12.00	25.45	13.45	67.64
	24.73	17.74	37.63	19.89	
	71.88	80.49	61.95	64.91	
TOTAL	64	41	113	57	275
	23.27	14.91	41.09	20.73	100.00

CHI-SQUARE DF=6 VALUE=289.603 PROB=0.000
N=792

CHART 29

POST-SECONDARY EDUCATION STATUS BY HIGH SCHOOL CURRICULUM

[CODE 29: PSED-HS2]

PERCENT
ROW %
COL. %

	GRAD OR ENROLLED	NON-COMP/LEAVER	TOTAL
ACADEMIC	49.53	3.02	52.55
	94.24	5.76	
	55.04	30.19	
GENERAL	12.85	2.46	15.31
	83.95	16.05	
	14.29	24.53	
AVTS	15.5	3.02	18.53
	83.67	16.33	
	17.23	30.19	
HIGH SCHOOL	12.1	1.51	13.61
VOCATIONAL	88.89	11.11	
	13.45	15.09	
TOTAL	476	53	529
	89.98	10.02	

CHI-SQUARE DF=3 VALUE=13.293
PROB=0.004 N=529

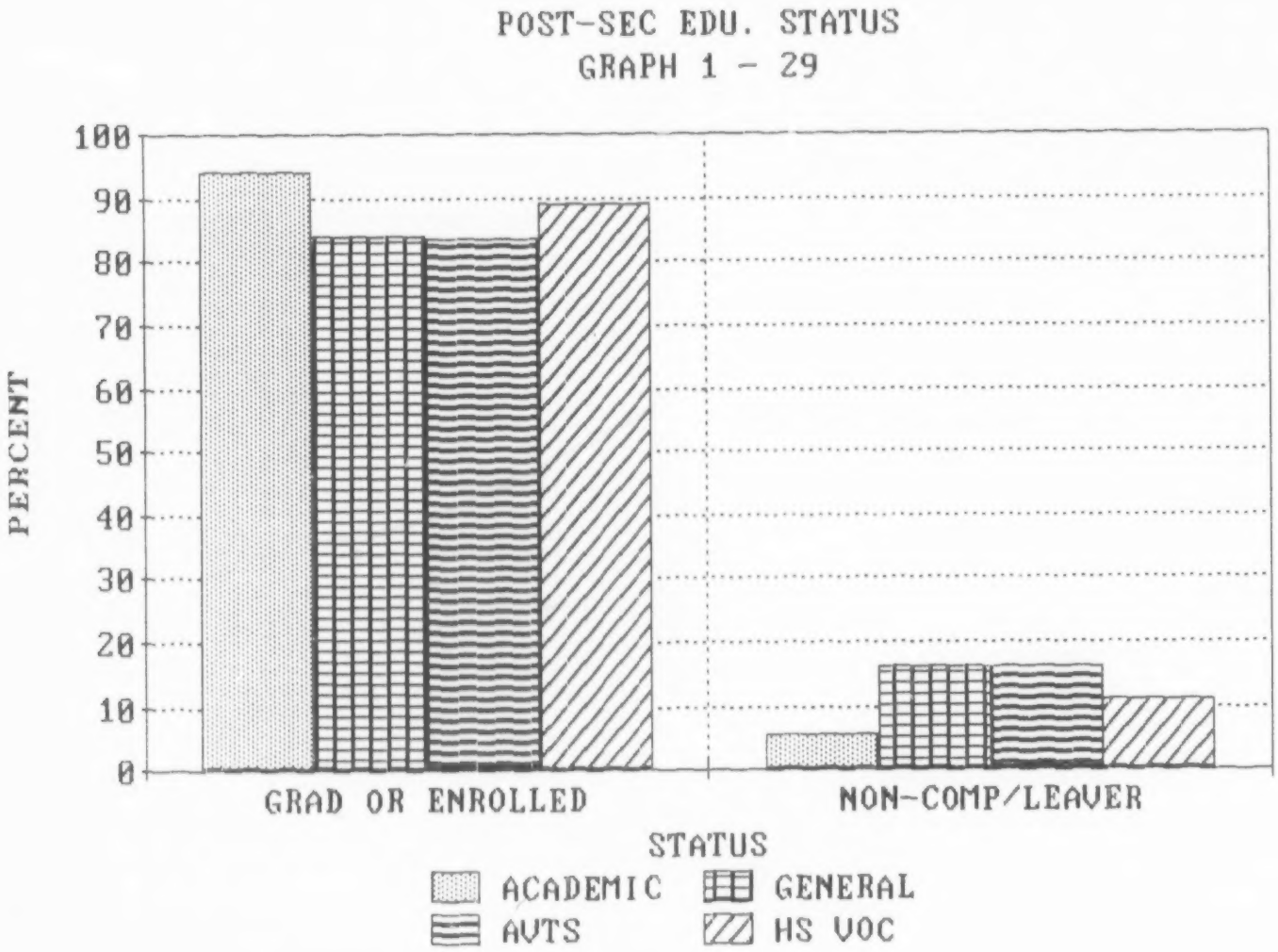

POST-SEC EDU. STATUS
GRAPH 1 - 29
PERCENT
100
90
80
70
60
50
40
30
20
10
0
GRAD OR ENROLLED
NON-COMP/LEAVER
STATUS
ACADEMIC
GENERAL
AVTS
HS VOC

CHART 30

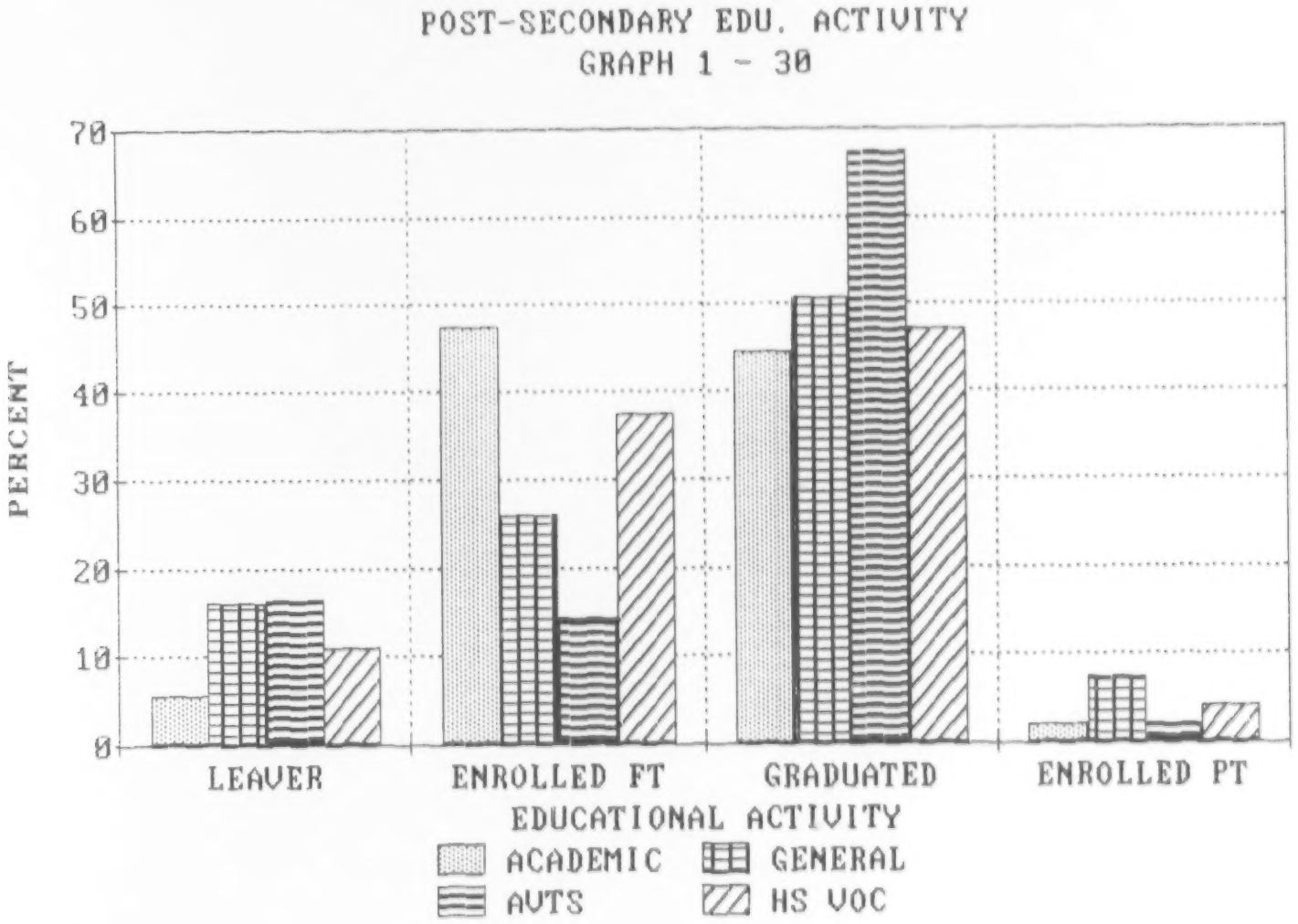
POST-SECONDARY EDUCATION ACTIVITY BY HIGH SCHOOL CURRICULUM

[CODE 30: PSED-HSC]

PERCENT
ROW %
COL. %

	LEAVER NON-COMP	ENROLLED FT FULL TIME	GRADUATED COMPLETED	ENROLLED PT PART TIME	TOTAL
ACADEMIC	3.02	24.95	23.44	1.13	52.55
	5.76	47.48	44.6	2.16	
	30.19	68.04	46.79	35.29	
GENERAL	2.46	3.97	7.75	1.13	15.31
	16.05	25.93	50.62	7.41	
	24.53	10.82	15.47	35.29	
AVTS	3.02	2.65	12.48	0.38	18.53
	16.33	14.29	67.35	2.02	
	30.19	7.22	24.91	11.76	
HIGH SCHOOL VOCATIONAL	1.51	5.1	6.43	0.57	13.61
	11.11	37.5	47.22	4.17	
	15.09	13.92	12.83	17.65	
TOTAL	53	194	265	17	529
	10.02	36.67	50.09	3.21	

CHI-SQUARE DF=9 VALUE=50.412 PROB=0.000
N=529


POST-SECONDARY EDU. ACTIVITY
GRAPH 1 - 30
PERCENT
70
60
50
40
30
20
10
0
LEAVER
ENROLLED FT
GRADUATED
ENROLLED PT
EDUCATIONAL ACTIVITY
ACADEMIC
GENERAL
AVTS
HS VOC

92

93

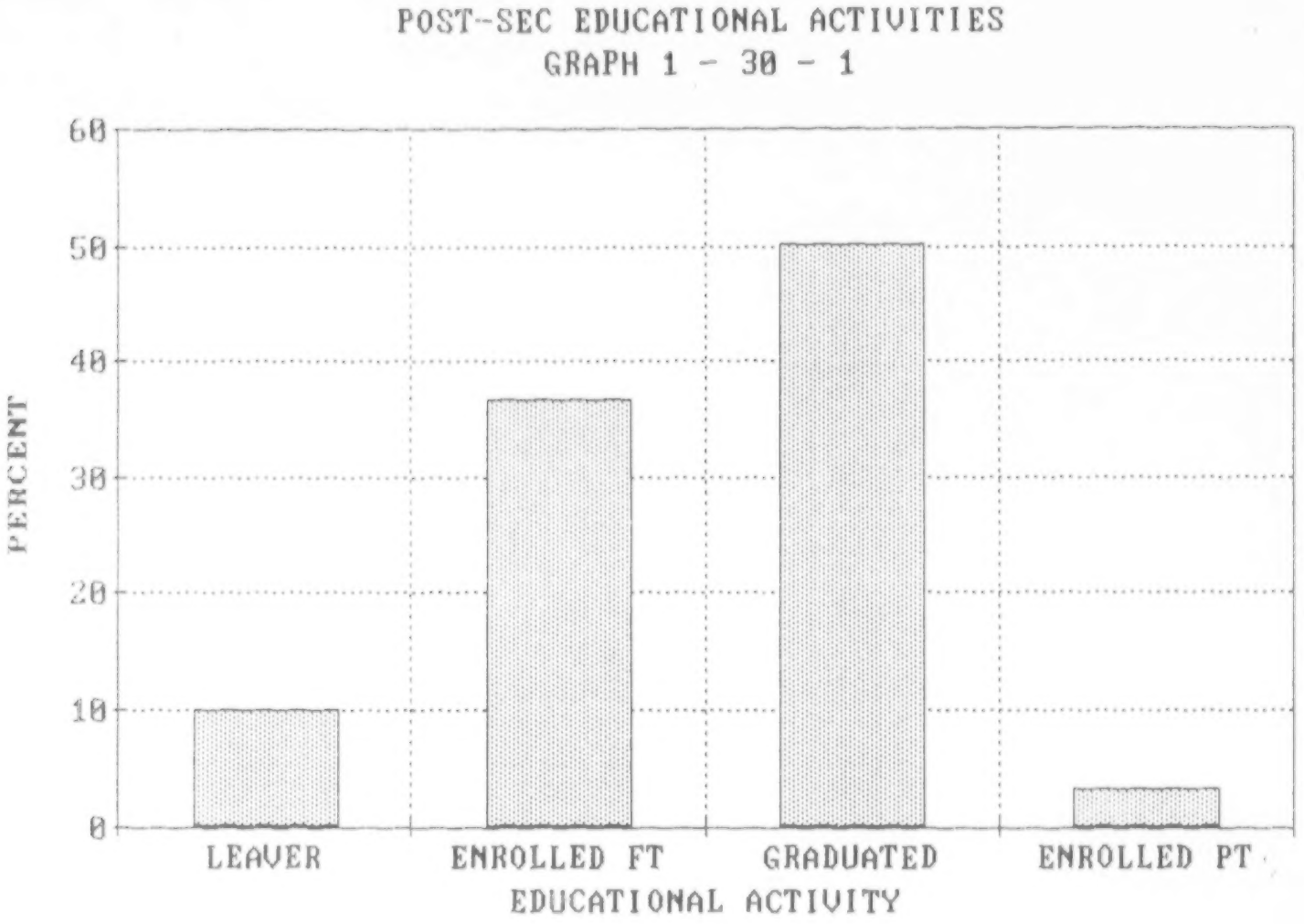

POST-SEC EDUCATIONAL ACTIVITIES
GRAPH 1 - 30 - 1
60
50
40
30
20
10
0
PERCENT
LEAVER
ENROLLED FT
GRADUATED
ENROLLED PT
EDUCATIONAL ACTIVITY

CHART 31

JOB RELATIVITY TO HIGH SCHOOL CURRICULUM

[CODE 31: RELJ-HSC]

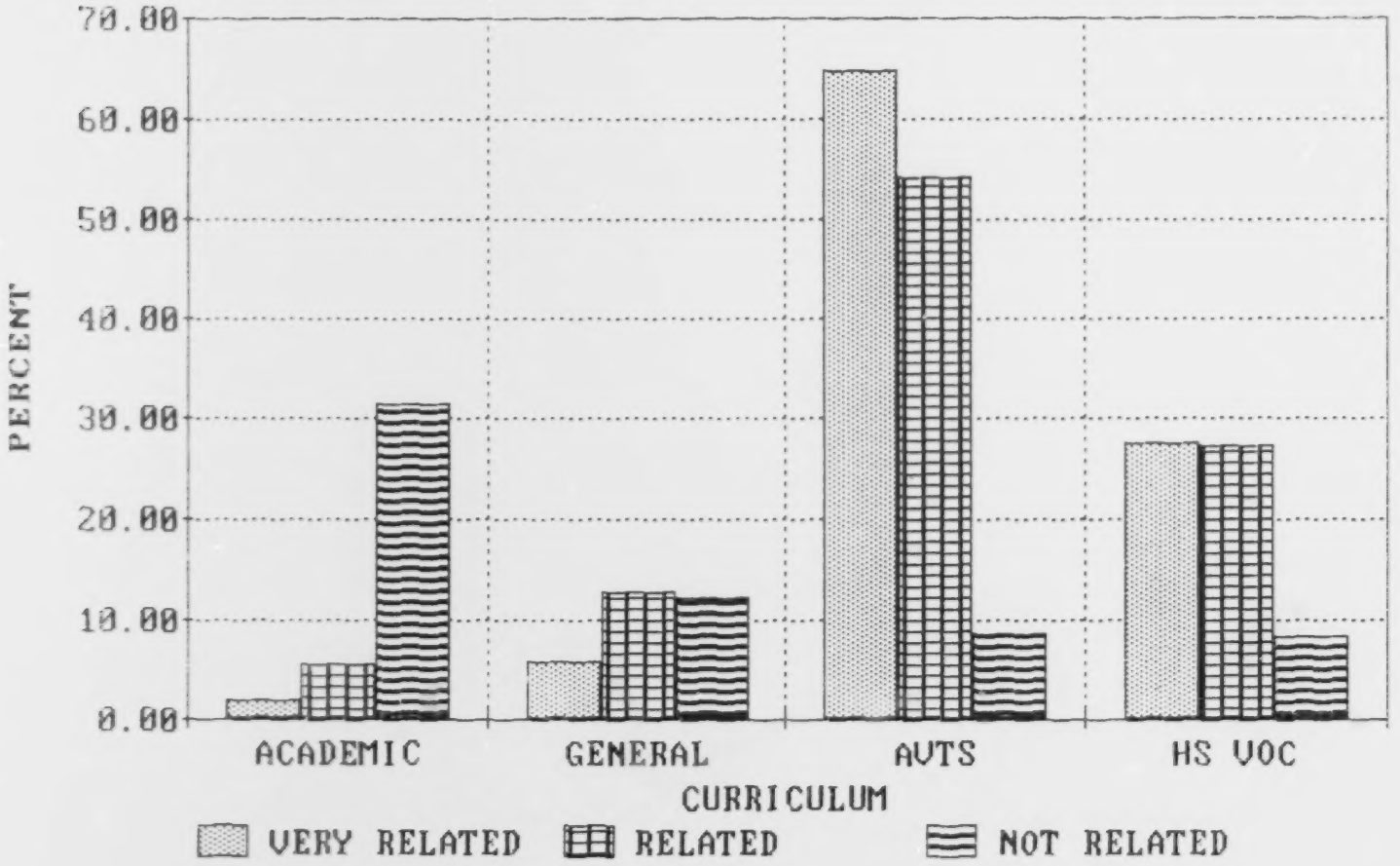
FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY RELATED	3	9	99	42	153
	0.38	1.14	12.50	5.30	19.32
	1.96	5.88	64.71	27.45	
	1.15	7.09	39.29	27.63	
RELATED	9	20	85	43	157
	1.14	2.53	10.73	5.43	19.82
	5.73	12.74	54.14	27.39	
	3.45	15.75	33.73	28.29	
NOT RELATED	249	98	68	67	482
	31.44	12.37	8.59	8.46	60.86
	51.66	20.33	14.11	13.90	
	95.40	77.17	26.98	44.08	
TOTAL	261	127	252	152	792
	32.95	16.04	31.82	19.19	100.00

CHI-SQUARE DF=6 VALUE=289.603 PROB=0.000
N=792

TOTALS	VERY RELATED	RELATED	NOT RELATED
	19.32	19.82	60.86

RELATIVITY OF HS CURR. TO EMPLOYMENT
GRAPH 1 - 31



97

98

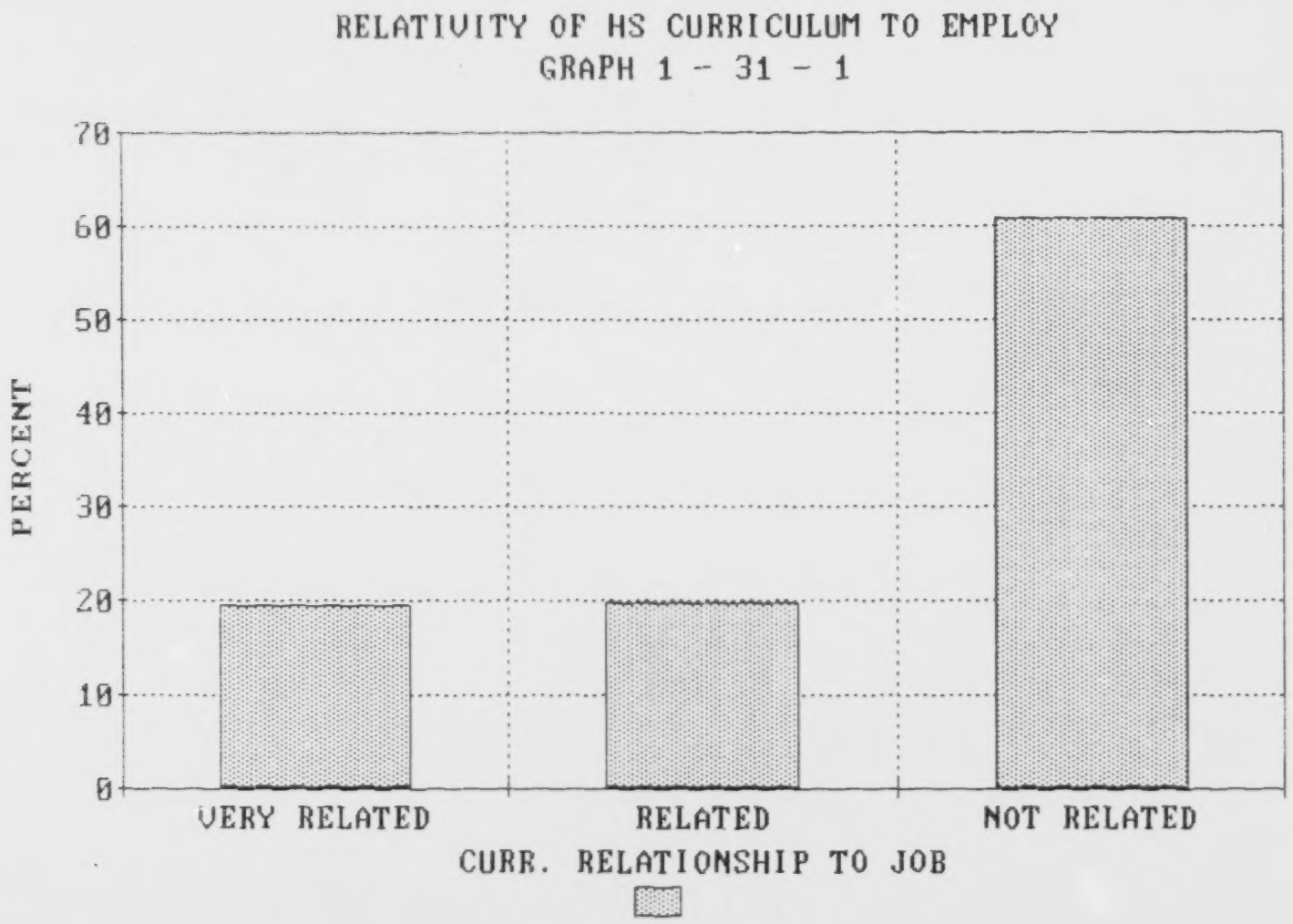

RELATIVITY OF HS CURRICULUM TO EMPLOY
GRAPH 1 - 31 - 1
70
60
50
40
30
20
10
0
PERCENT
VERY RELATED
RELATED
NOT RELATED
CURR. RELATIONSHIP TO JOB

CHART 32

RESPONSES TO SURVEY BY AREA SCHOOL DISTRICT

ALL DISTRICTS - ALL YEARS

[CODE 32: RSP-DIST]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL DISTRICTS	TOTAL
CLEARFIELD SCHOOL DISTRICT	311 36.55 100.00 36.55	311 36.55
CURWENSVILLE SCHOOL DISTRICT	100 11.75 100.00 11.75	100 11.75
PHILIPSBURG-OSCEOLA SD	213 25.03 100.00 25.03	213 25.03
WEST BRANCH SCHOOL DISTRICT	129 15.16 100.00 15.16	129 15.16
MOSHANNON VALLEY SD	98 11.52 100.00 11.52	98 11.52
TOTAL	851 100.00	851 100.00

RESPONSES BY DISTRICT - 851
GRAPH 1 - 32

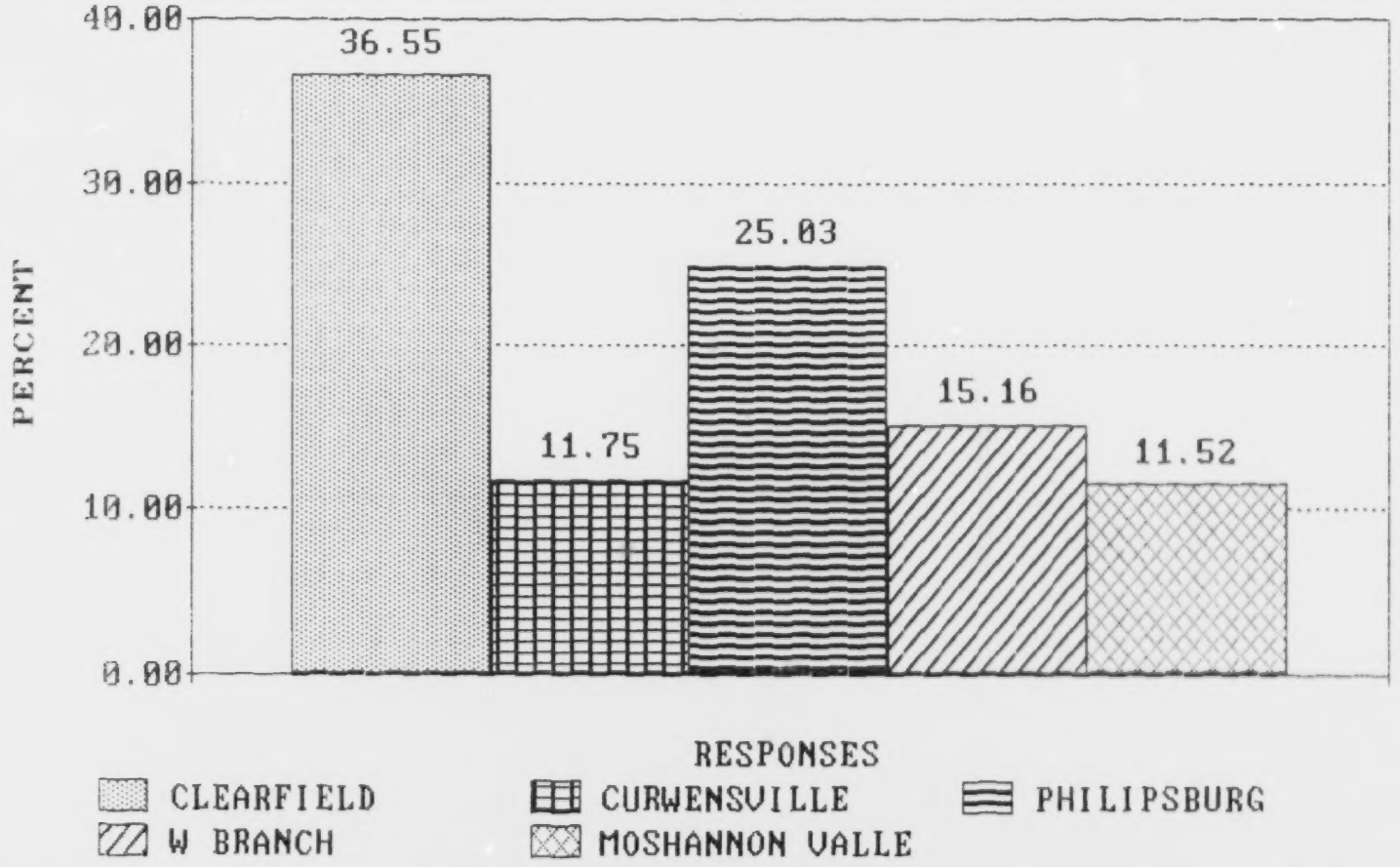


CHART 33

RESPONSES TO SURVEY BY HIGH SCHOOL CURRICULUM

ALL DISTRICTS - ALL YEARS

[CODE 33: RSP-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL DISTRICTS	TOTAL RESPONSES
ACADEMIC	300	300
	35.25	35.25
	100.00	
	35.25	
GENERAL	140	140
	16.45	16.45
	100.00	
	16.45	
AREA VO-TECH SCHOOL	255	255
	29.96	29.96
	100.00	
	29.96	
HS VOC	156	156
	18.33	18.33
	100.00	
	18.33	
TOTAL	851	851
	100.00	100.00

RESPONSES BY HS CURRICULUM
GRAPH 1 - 33

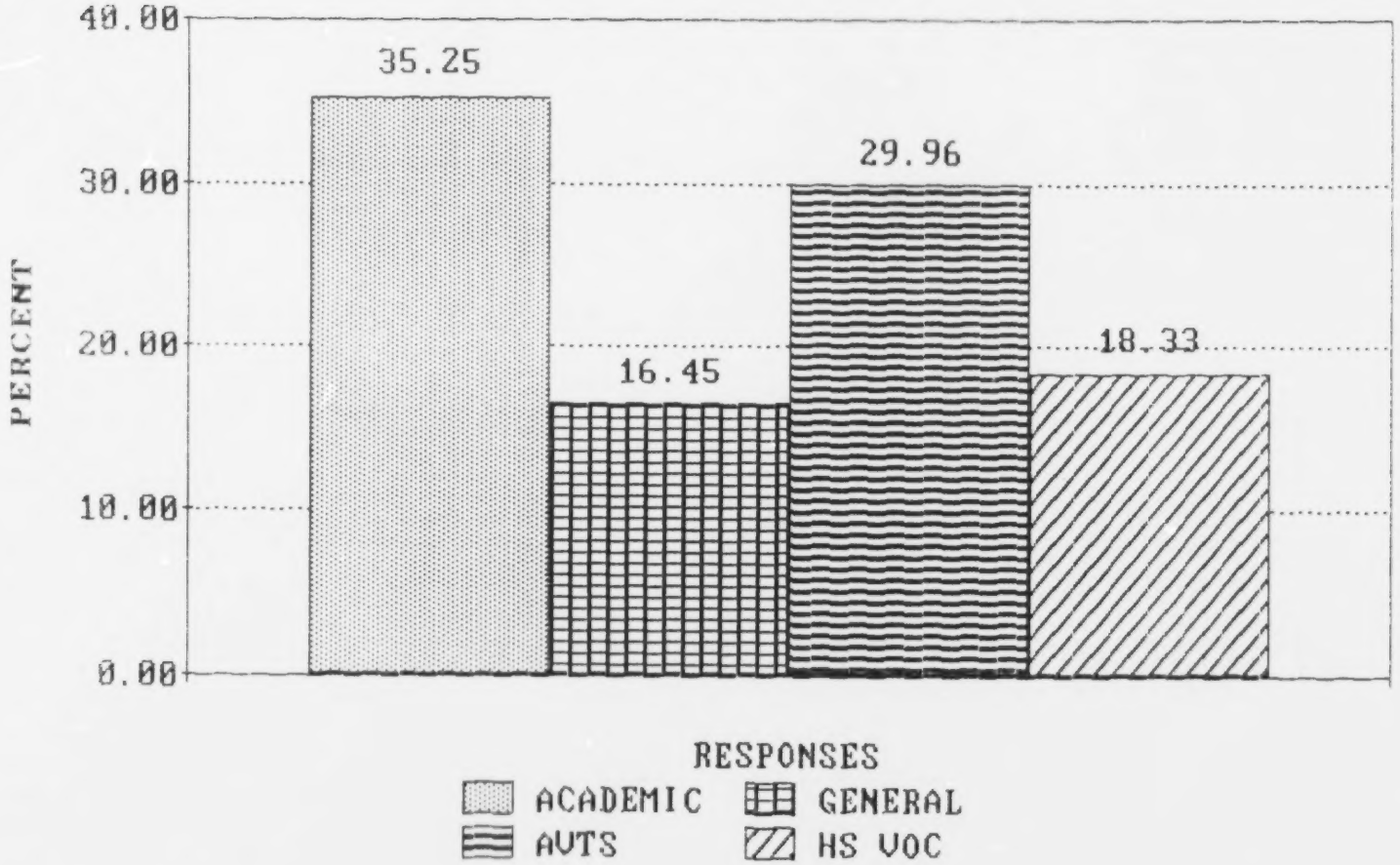


CHART 34

SURVEY RESPONSE RATE WITHIN HIGH SCHOOL CURRICULUM

ALL DISTRICTS - ALL YEARS

[CODE 34: RSP-RATE]

FREQUENCY
PERCENT
ROW %
COL. %

	GRADUATES	SURVEY RESPONSES	RESPONSE RATE
ACADEMIC	742	300	300
	87.19	35.25	40.43
	247.33	100.00	
	29.80	35.25	
GENERAL	503	140	140
	59.11	16.45	27.83
	359.29	100.00	
	20.20	16.45	
AREA VO-TECH SCHOOL	804	255	255
	94.48	29.96	31.72
	315.29	100.00	
	32.29	29.96	
HS VOC	441	156	156
	51.82	18.33	35.37
	282.69	100.00	
	17.71	18.33	
TOTAL	2490	851	851
	292.60	100.00	34.18

GRADUATES VS SURVEY REPLIES
GRAPH 1 - 34

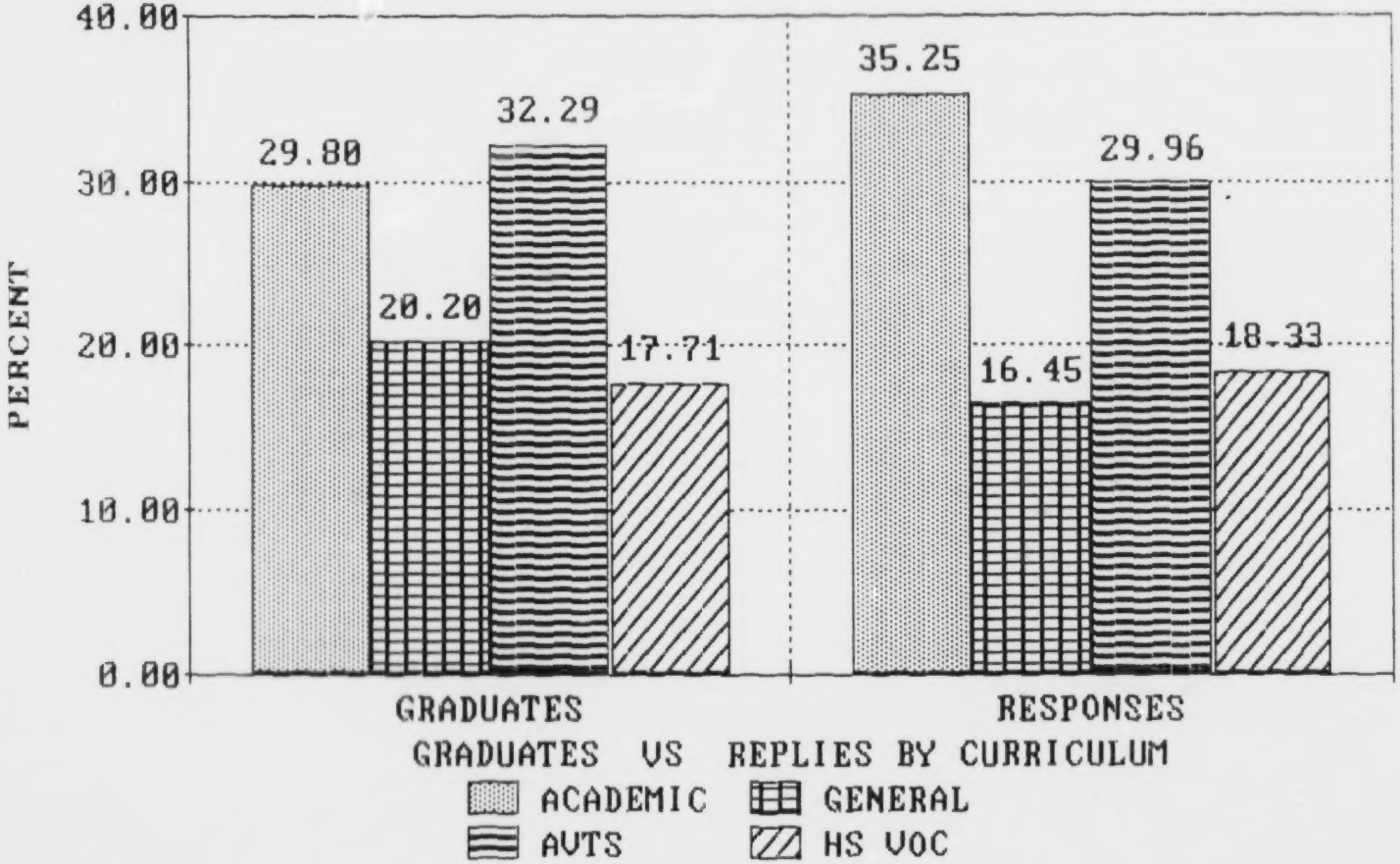


CHART 35

RESPONSES TO SURVEY BY SEX

ALL DISTRICTS - ALL YEARS

[CODE 35: RSP-SX]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL SCHOOLS/CURR	TOTAL RESPONSES
MALE	394	394
	46.30	46.30
	100.00	
	46.30	
FEMALE	457	457
	53.70	53.70
	100.00	
	53.70	
TOTAL	851	851
	100.00	100.00

CHART 36

RESPONSES TO SURVEY BY YEAR OF GRADUATION

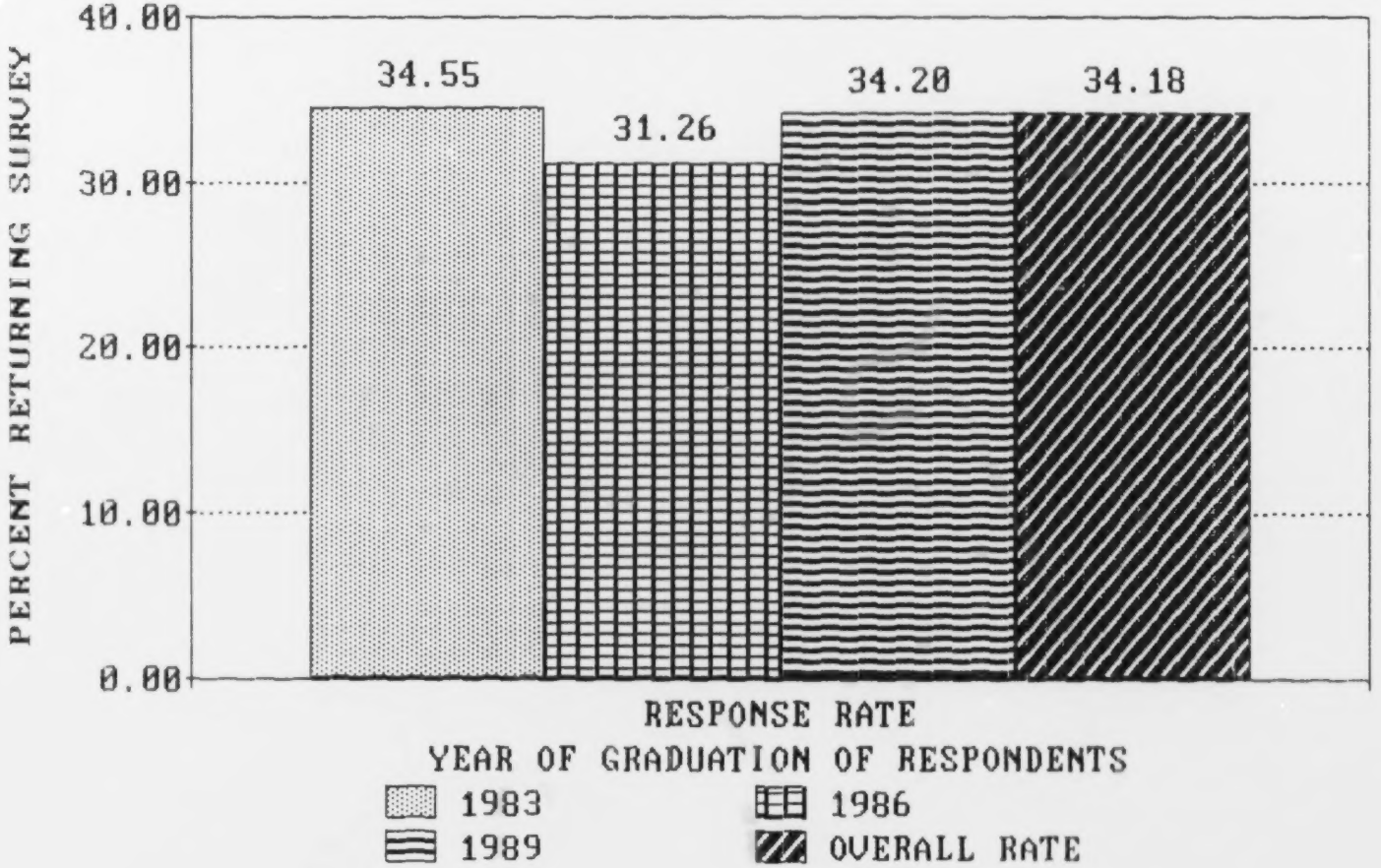
ALL DISTRICTS - ALL YEARS

[CODE 36: RSP-YR]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL DISTRICTS	TOTAL RESPONSE RATE
1983	294	294
	34.55	34.55
	100.00	
	34.55	
1986	266	266
	31.26	31.26
	100.00	
	31.26	
1989	291	291
	34.20	34.20
	100.00	
	34.20	
TOTAL	851	851
	100.00	100.00
OVERALL RATE		34.18

RESPONSE RATE BY GRAD. YEAR
GRAPH 1 - 36



112

113

CHART 37

GRADUATE RESPONSES TO QUESTIONNAIRE

ALL DISTRICTS - ALL YEARS

[CODE 37: RSPN-Y-N]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL DISTRICTS	TOTAL GRADUATES
NON-RESPONSE	1639	1639
	65.82	65.82
	100.00	
	65.82	
RESPONDED	851	851
	34.18	34.18
	100.00	
	34.18	
TOTAL	2490	2490
	100.00	100.00

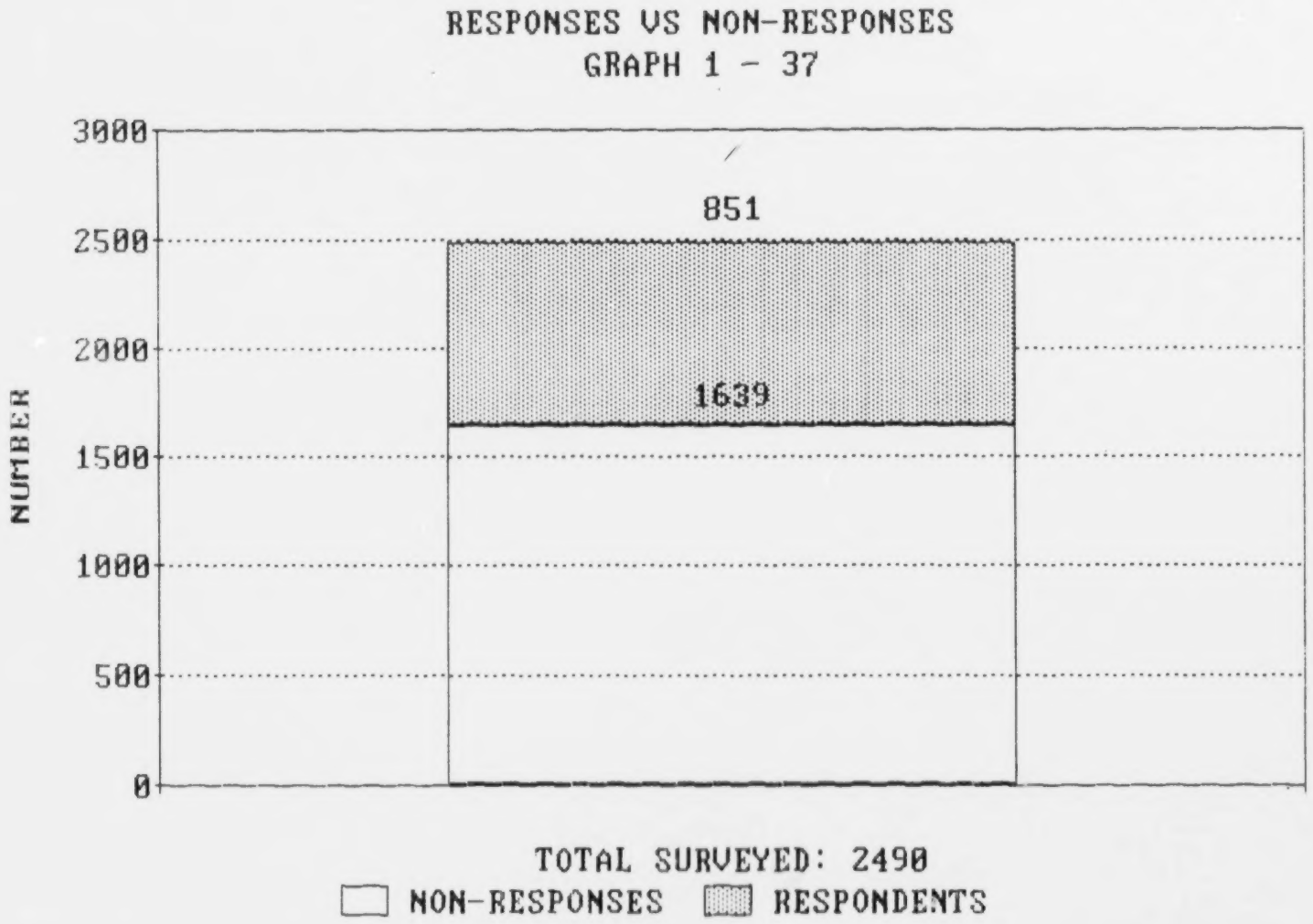

RESPONSES VS NON-RESPONSES
GRAPH 1 - 37
3000
2500
2000
1500
1000
500
0
NUMBER
851
1639
TOTAL SURVEYED: 2490
NON-RESPONSES
RESPONDENTS

CHART 38

GRADUATES BY YEAR IN SURVEY AREA

ALL DISTRICTS - ALL YEARS

[CODE 38: RSPN-YR]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL DISTRICTS	TOTAL GRADUATES
1983	353	353
	31.21	31.21
	100.00	
	31.21	
1986	389	389
	34.39	34.39
	100.00	
	34.39	
1989	389	389
	34.39	34.39
	100.00	
	34.39	
TOTAL	1131	1131
	100.00	100.00

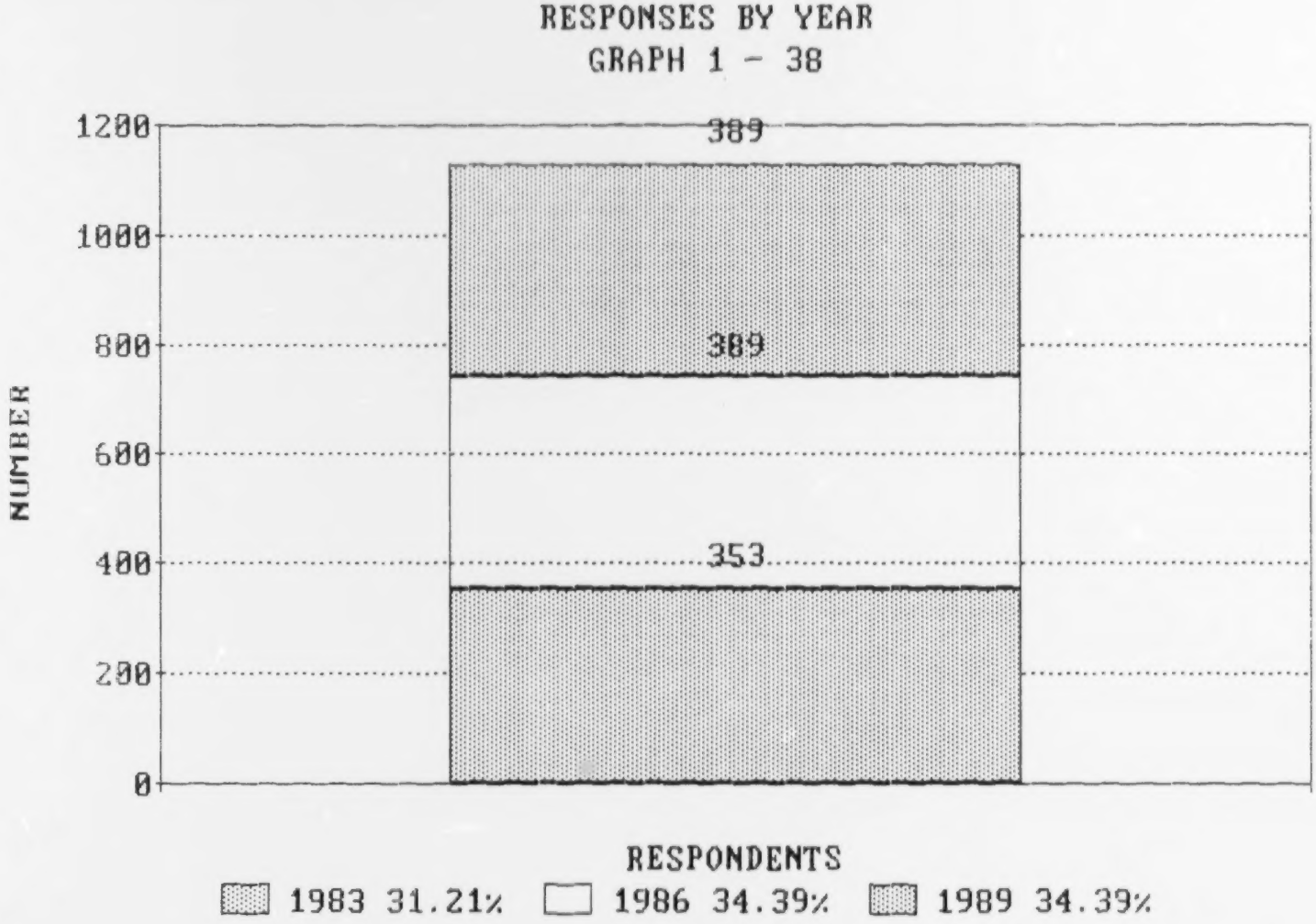

RESPONSES BY YEAR
GRAPH 1 - 38
1200
1000
800
600
400
200
0
NUMBER
389
389
353
RESPONDENTS
1983 31.21%
1986 34.39%
1989 34.39%

CHART 39

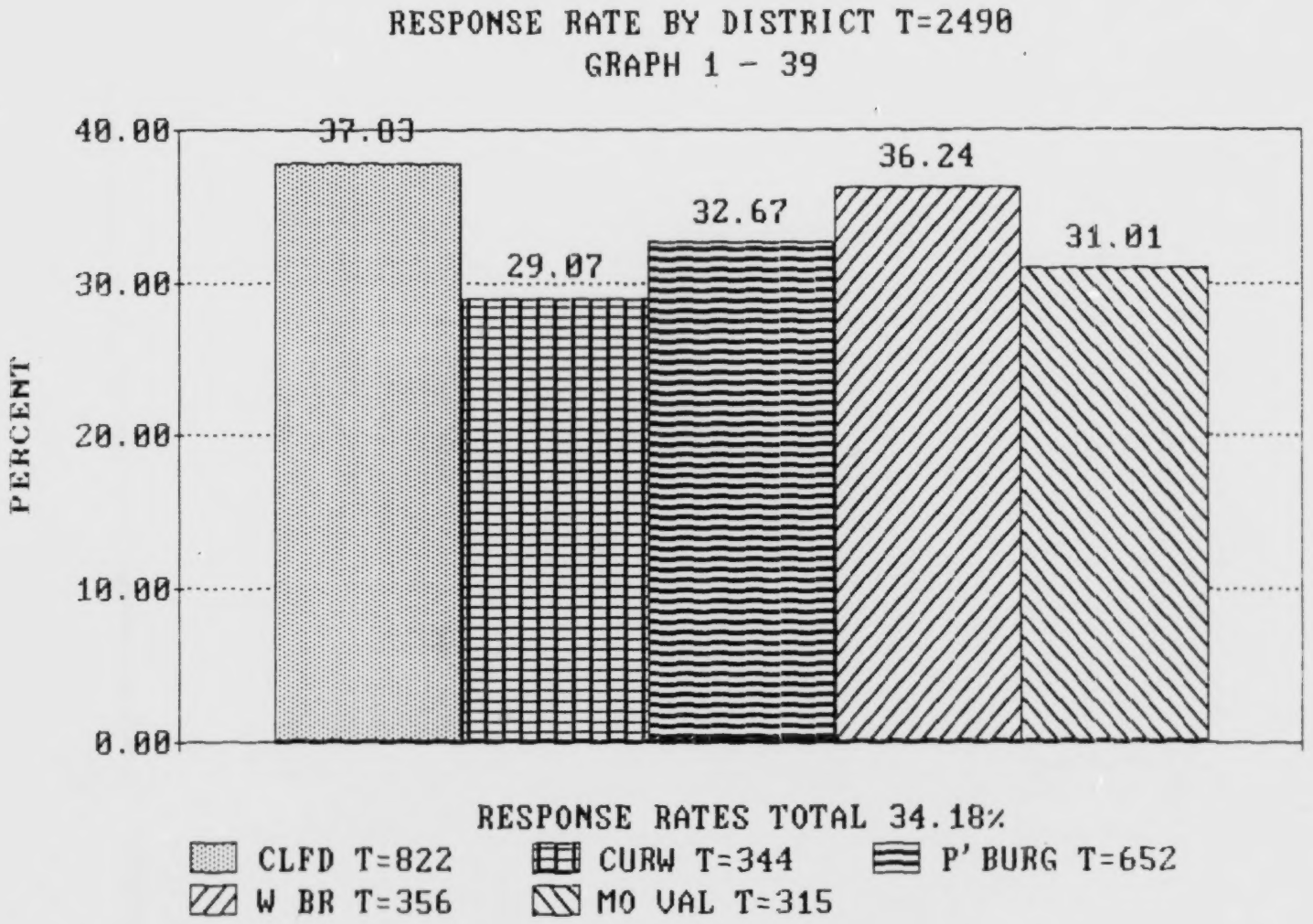
SURVEY RESPONSE RATE BY AREA SCHOOL DISTRICT

ALL DISTRICTS - ALL YEARS

[CODE 39: RSPRT-HS]

FREQUENCY
PERCENT
ROW %
COL. %

	GRADUATES	SURVEY RESPONSES	RESPONSE RATE
CLEARFIELD	822	311	311
SCHOOL	96.59	36.55	37.83
DISTRICT	100.00	100.00	
	33.01	36.55	
CURWENSVILLE	344	100	100
SCHOOL	40.42	11.75	29.07
DISTRICT	100.00	100.00	
	13.82	11.75	
PHILIPSBURG-	652	213	213
OSCEOLA SD	76.62	25.03	32.67
	100.00	100.00	
	26.18	25.03	
WEST BRANCH	356	129	129
SCHOOL	41.83	15.16	36.24
DISTRICT	100.00	100.00	
	14.30	15.16	
MOSHANNON	316	98	98
VALLEY SD	37.13	11.52	31.01
	100.00	100.00	
	12.69	11.52	
TOTAL	2490	851	851
	100.00	100.00	34.18


RESPONSE RATE BY DISTRICT T=2490
GRAPH 1 - 39
40.00
30.00
20.00
10.00
0.00
PERCENT
37.03
29.07
32.67
36.24
31.01
RESPONSE RATES TOTAL 34.18%
CLFD T=822
CURW T=344
P' BURG T=652
W BR T=356
MO VAL T=315

121

122

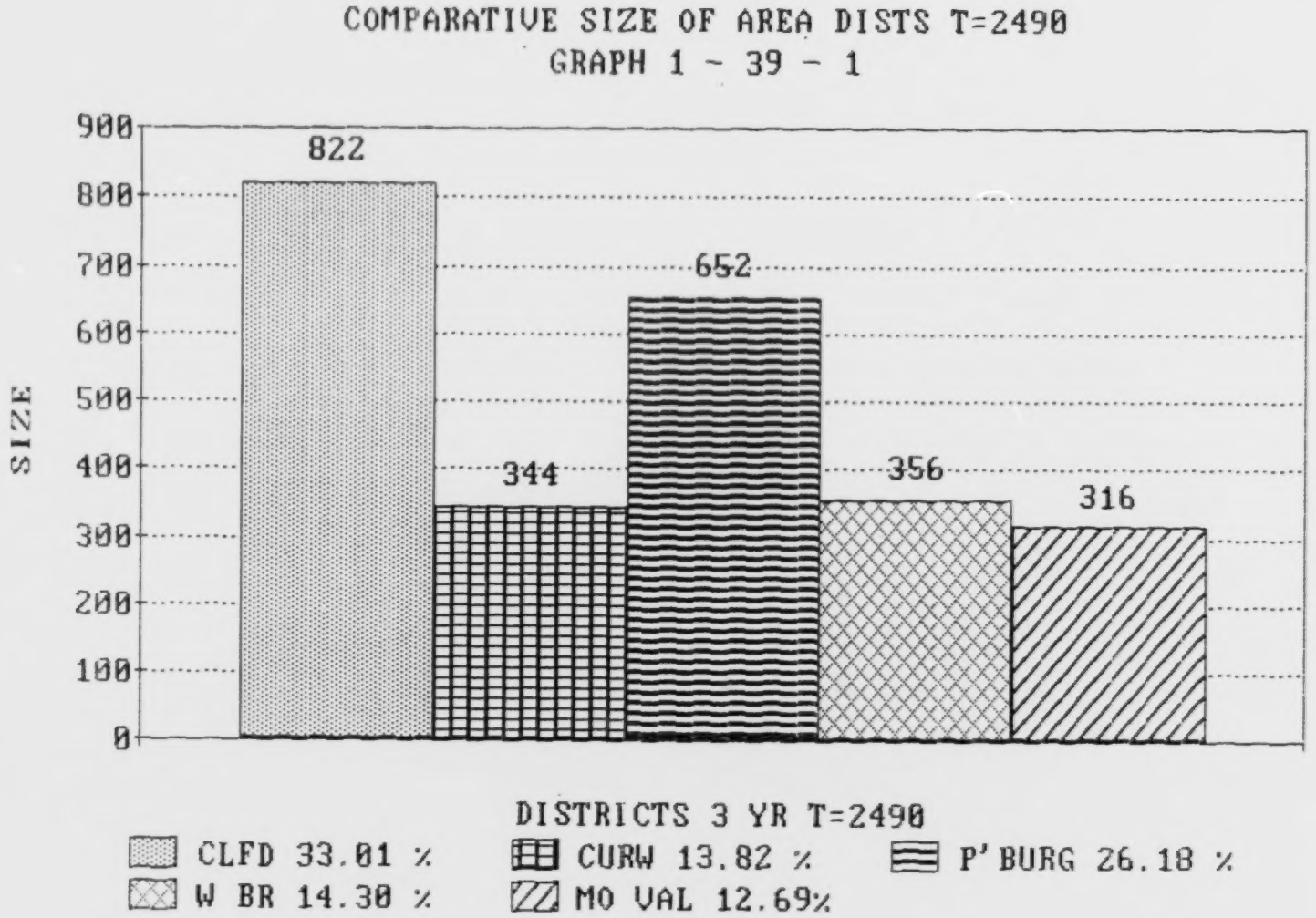

COMPARATIVE SIZE OF AREA DISTS T=2490
GRAPH 1 - 39 - 1
SIZE
900
800
700
600
500
400
300
200
100
0
822
344
652
356
316
DISTRICTS 3 YR T=2490
CLFD 33.01 %
CURW 13.82 %
P'BURG 26.18 %
W BR 14.30 %
MO VAL 12.69%

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CHART 40

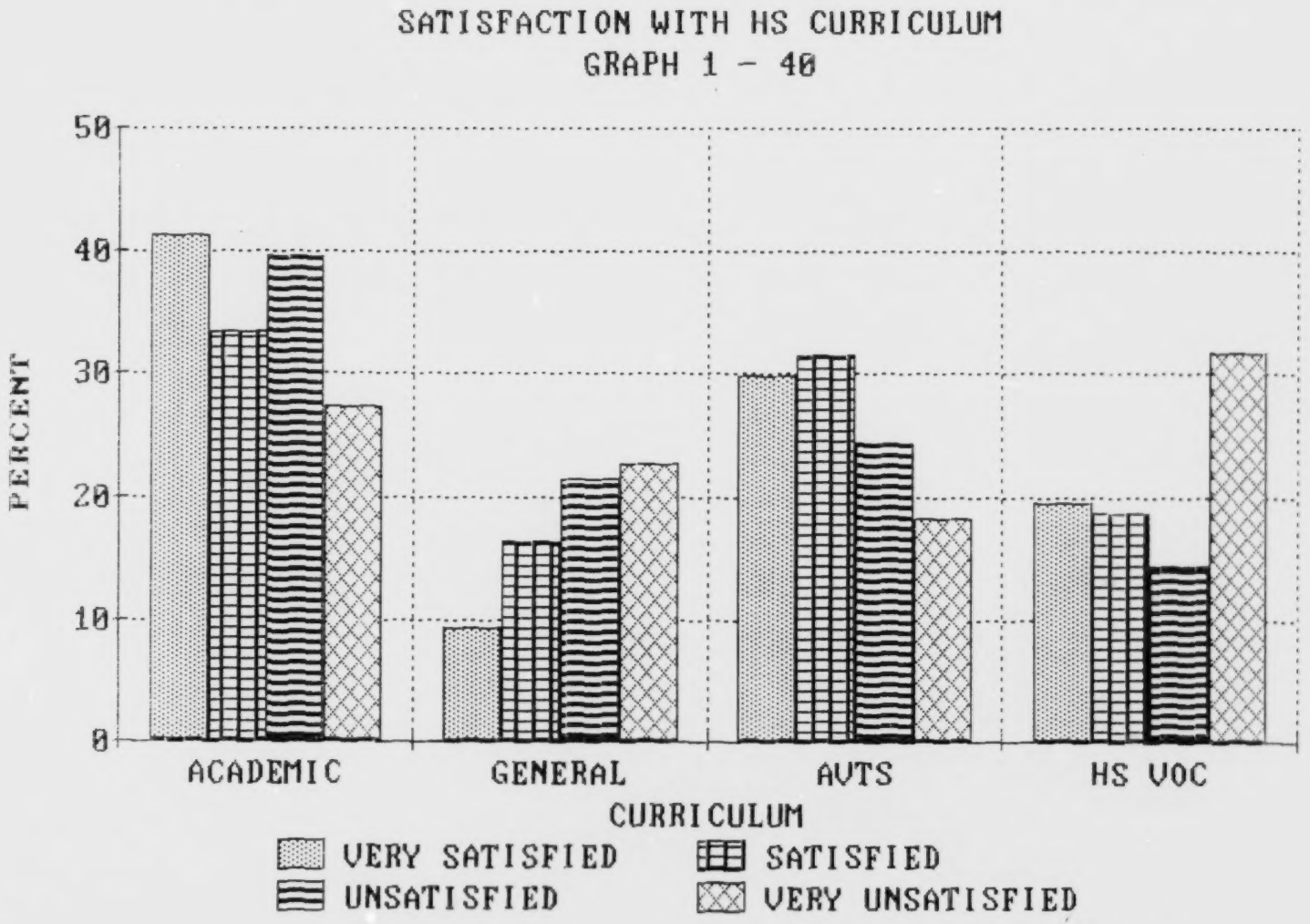
SATISFACTION WITH HIGH SCHOOL CURRICULUM BY CURRICULUM AREA

[CODE 40: SAT-HSC]

PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	4.73	1.06	3.43	2.25	11.47
SATISFIED	41.24	9.28	29.9	19.59	
	13.42	6.17	11.46	12.18	
SATISFIED	23.64	11.47	22.22	13.12	70.45
	33.56	16.28	31.54	18.62	
	67.11	69.78	74.31	71.15	
UNSATISFIED	6.15	3.31	3.78	2.25	15.48
	39.69	21.37	24.43	14.5	
	17.45	20.14	12.65	12.18	
VERY	0.71	0.59	0.47	0.83	2.6
UNSATISFIED	27.27	22.73	18.18	31.82	
	2.01	3.6	1.58	4.49	
TOTAL	298	139	253	156	846
	35.22	16.43	29.91	18.44	100

CHI-SQUARE DF=9 VALUE=14.289 PROB=0.122
N=846


SATISFACTION WITH HS CURRICULUM
GRAPH 1 - 40
50
40
30
20
10
0
PERCENT
ACADEMIC
GENERAL
AVTS
HS VOC
CURRICULUM
VERY SATISFIED
SATISFIED
UNSATISFIED
VERY UNSATISFIED

SATISFACTION WITH HS CURRICULUM
GRAPH 1 - 40 - 1

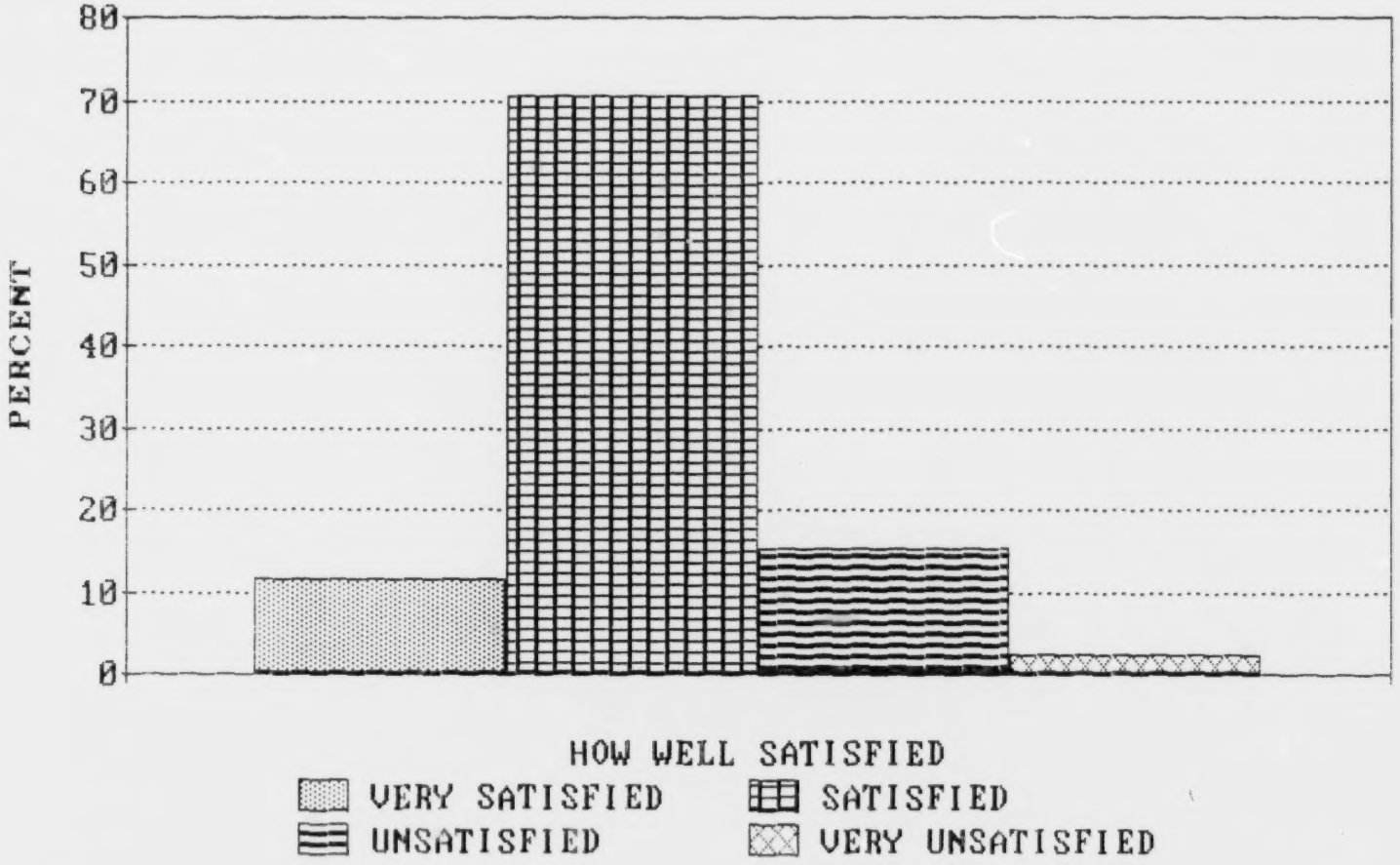


CHART 41

SATISFACTION WITH PRESENT EMPLOYMENT

[CODE 41: SAT-JOB]

FREQUENCY PERCENT	TOTAL
VERY SATISFIED	162 36.16
SATISFIED	218 48.66
UNSATISFIED	59 13.17
VERY UNSATISFIED	9 2.01
TOTAL	846 100

N=846

SATISFACTION WITH PRESENT EMPLOYMENT
GRAPH 1 - 41

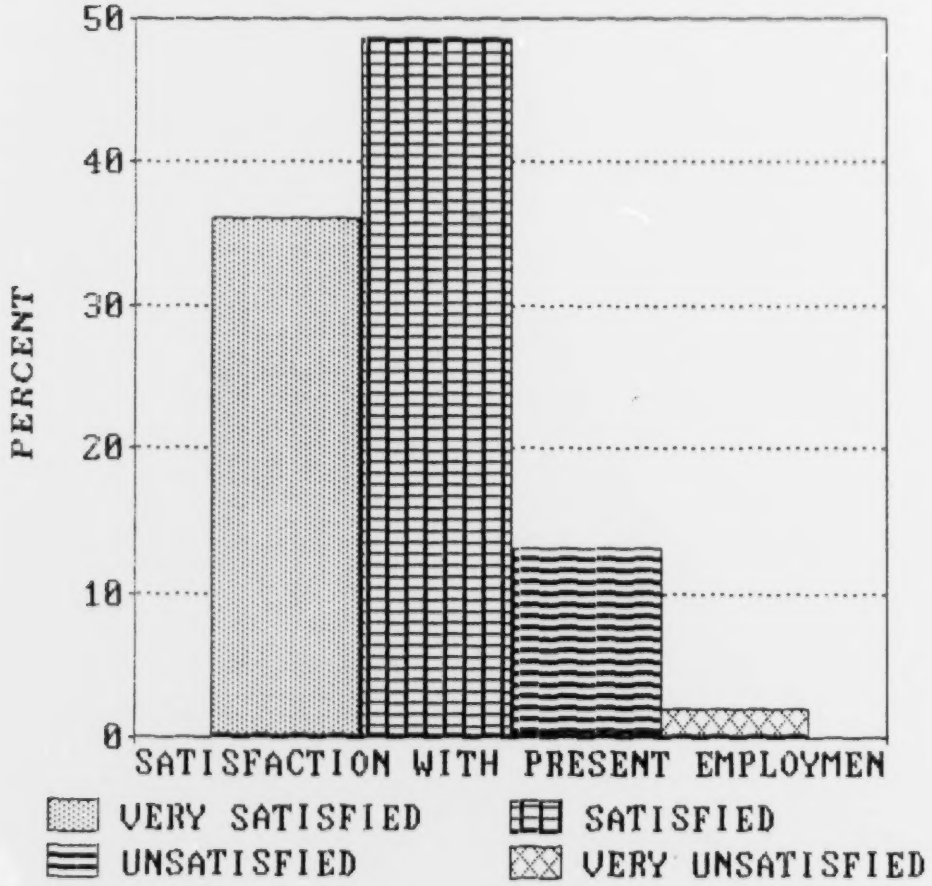


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CHART 42

SATISFACTION WITH HIGH SCHOOL CURRICULUM BY YEAR

[CODE 42: SAT-YR]

PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
VERY SATISFIED	4.14 36.08 11.95	3.07 26.8 9.89	4.26 37.11 12.41	11.47
SATISFIED	24.47 34.73 70.65	21.51 30.54 70.65	24.47 34.73 71.38	70.45
UNSATISFIED	5.56 35.88 16.04	5.32 34.35 17.11	4.61 29.77 13.45	15.48
VERY UNSATISFIED	0.47 18.18 1.37	1.18 45.45 3.8	0.95 36.36 2.76	2.6
TOTAL	293 34.63	263 31.09	290 34.28	846 100

CHI-SQUARE DF=6 VALUE=5.466 PROB=0.488
N=846

CURRICULUM SATISFACTION BY YEAR
GRAPH 1 - 42

134

135

CHART 43

TOTAL SCIENCE CREDITS VS YEAR OF GRADUATION

GENERAL LINEAR MODELS PROCEDURE

[CODE 43: SCI-YOG]

BONFERRONI (DUNN) T-TEST FOR VARIABLE TOTAL SCIENCE CREDITS

ALPHA=.05 CONFIDENCE=0.95 DF=2487 MSE=1.01492
CRITICAL VALUE OF T=2.39560

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '*'

YEAR COMPARISONS	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	* DENOTES SIGNIFICANCE AT 0.05 LEVEL
1989 - 1986	0.51564	0.63582	0.756	****
1989 - 1983	0.87308	0.99193	1.11077	****
1986 - 1989	-0.756	-0.63582	-0.51564	****
1986 - 1983	0.23935	0.35611	0.47286	****
1983 - 1989	-1.11077	-0.99193	-0.87308	****
1983 - 1986	-0.47286	-0.35611	-0.23925	****

CHART 44

HIGH SCHOOL CURRICULUM - DISTRIBUTION BY SEX (1983 VS 1989)

[CODE 44: SEX-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

1983 GRADUATES

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
MALES	88	116	189	43	436
1983	10.06	13.26	21.60	4.91	49.83
	20.18	26.61	43.35	9.86	
	46.07	61.05	58.33	25.29	
FEMALES	103	74	135	127	439
1983	11.77	8.46	15.43	14.51	50.17
	23.46	16.86	30.75	28.93	
	53.93	38.95	41.67	74.71	
TOTAL	191	190	324	170	875
	21.83	21.71	37.03	19.43	100.00

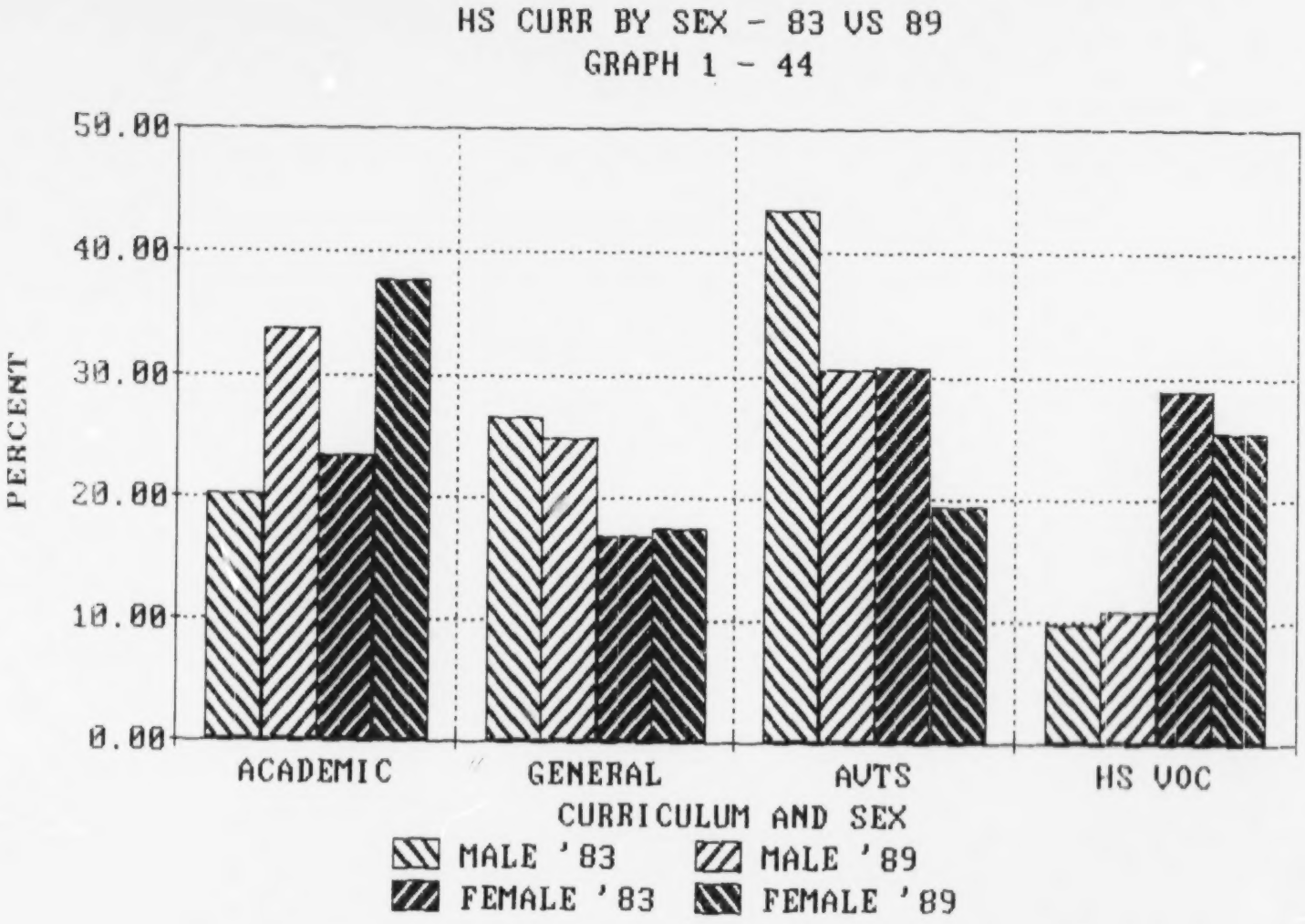
CHI-SQUARE DF=3 VALUE=60.959 PROB=0.000
N=875

FREQUENCY
PERCENT
ROW %
COL. %

1989 GRADUATES

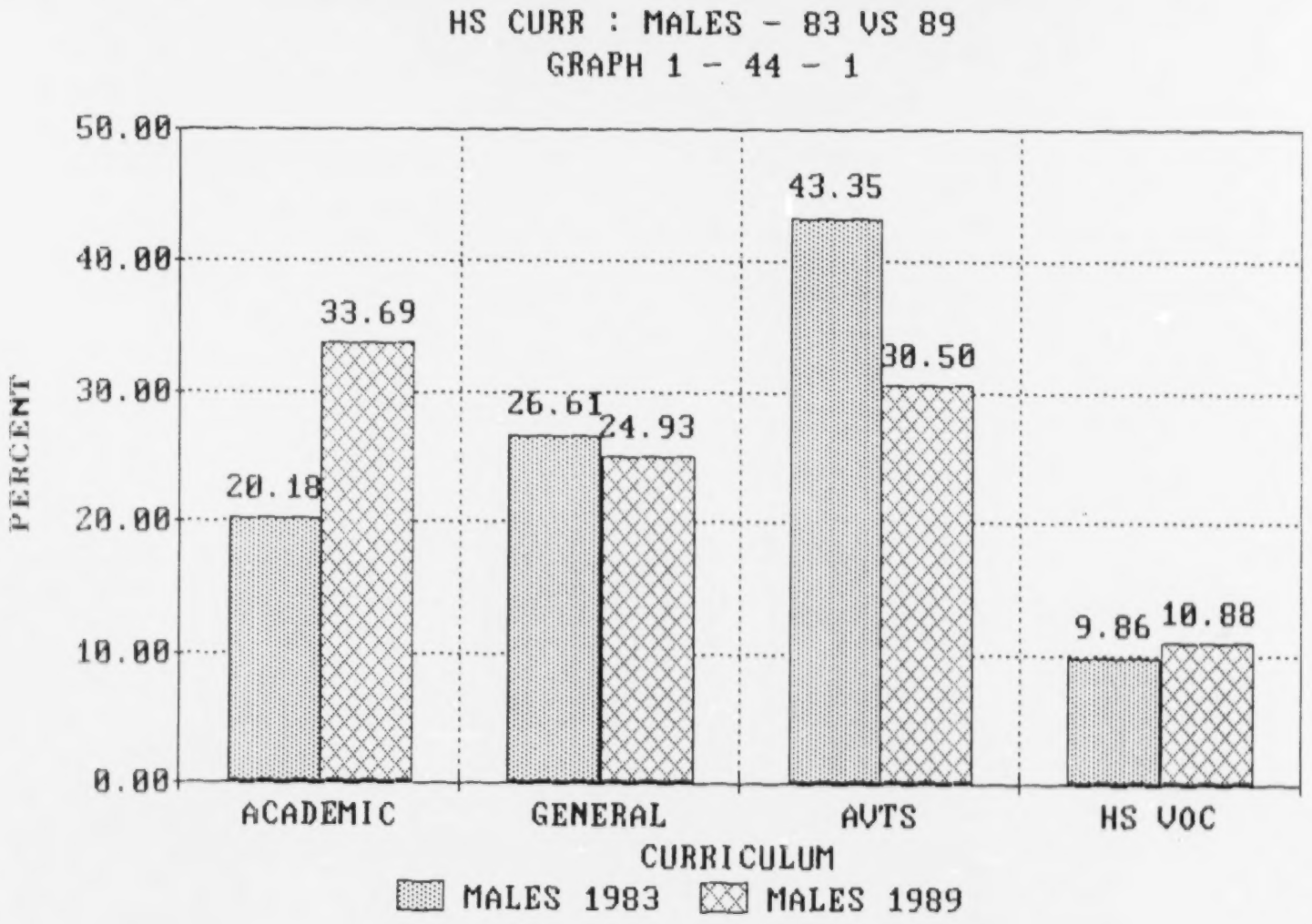
	ACADEMIC	GENERAL	AVTS	HS VOV	TOTAL
MALES	127	94	115	41	377
1989	14.51	10.74	13.14	4.69	43.09
	33.69	24.93	30.50	10.88	
	66.49	49.47	35.49	24.12	
FEMALES	152	70	78	103	403
1989	17.37	8.00	8.91	11.77	46.06
	37.72	17.37	19.35	25.56	
	79.58	36.84	24.07	60.59	
TOTAL	279	164	193	144	780
	31.89	18.74	22.06	16.46	89.14

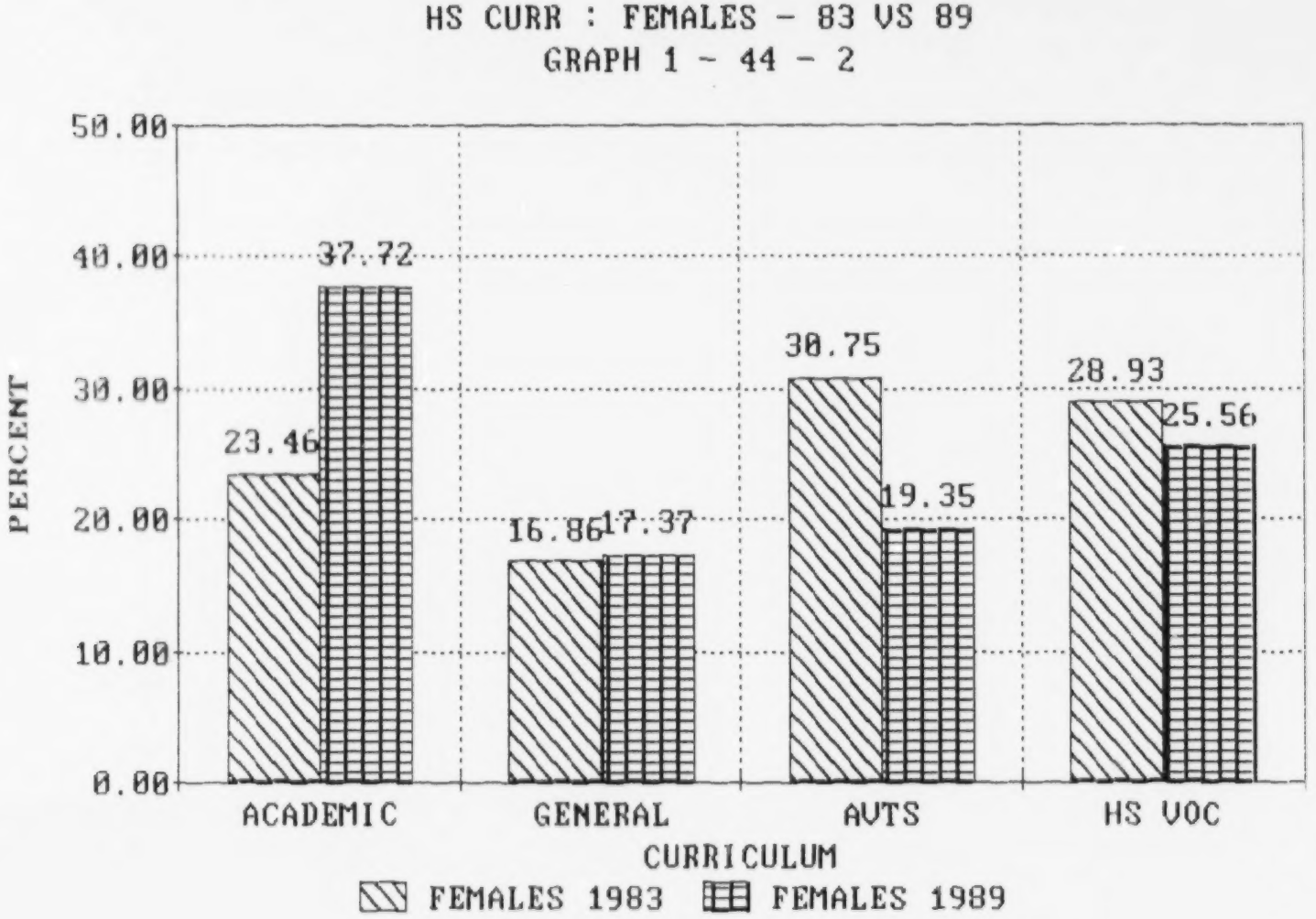
CHI-SQUARE DF=3 VALUE=38.716 PROB=0.000
N=780


HS CURR BY SEX - 83 VS 89
GRAPH 1 - 44
50.00
40.00
30.00
20.00
10.00
0.00
PERCENT
ACADEMIC
GENERAL
AVTS
HS VOC
CURRICULUM AND SEX
MALE '83
MALE '89
FEMALE '83
FEMALE '89

138

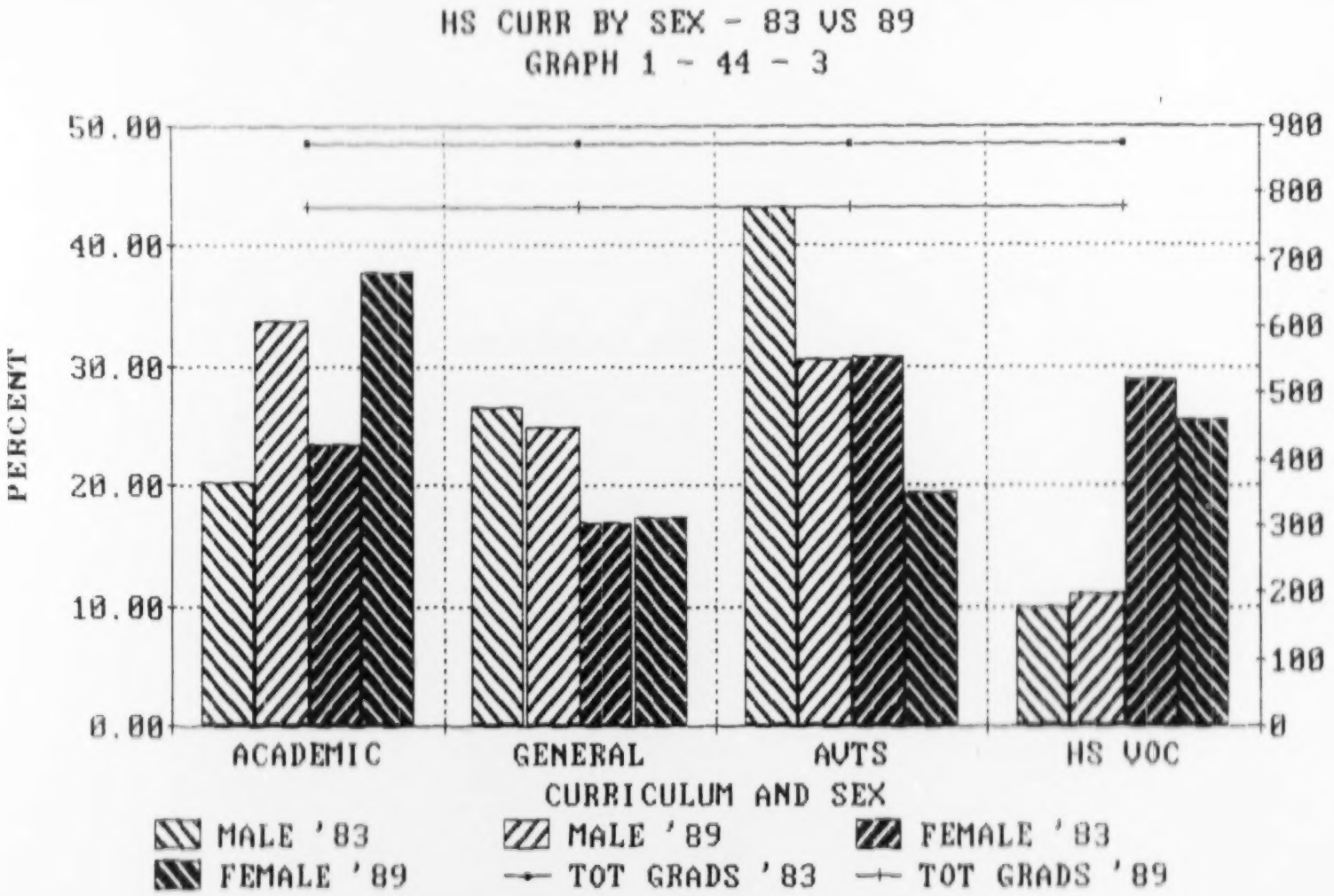
139

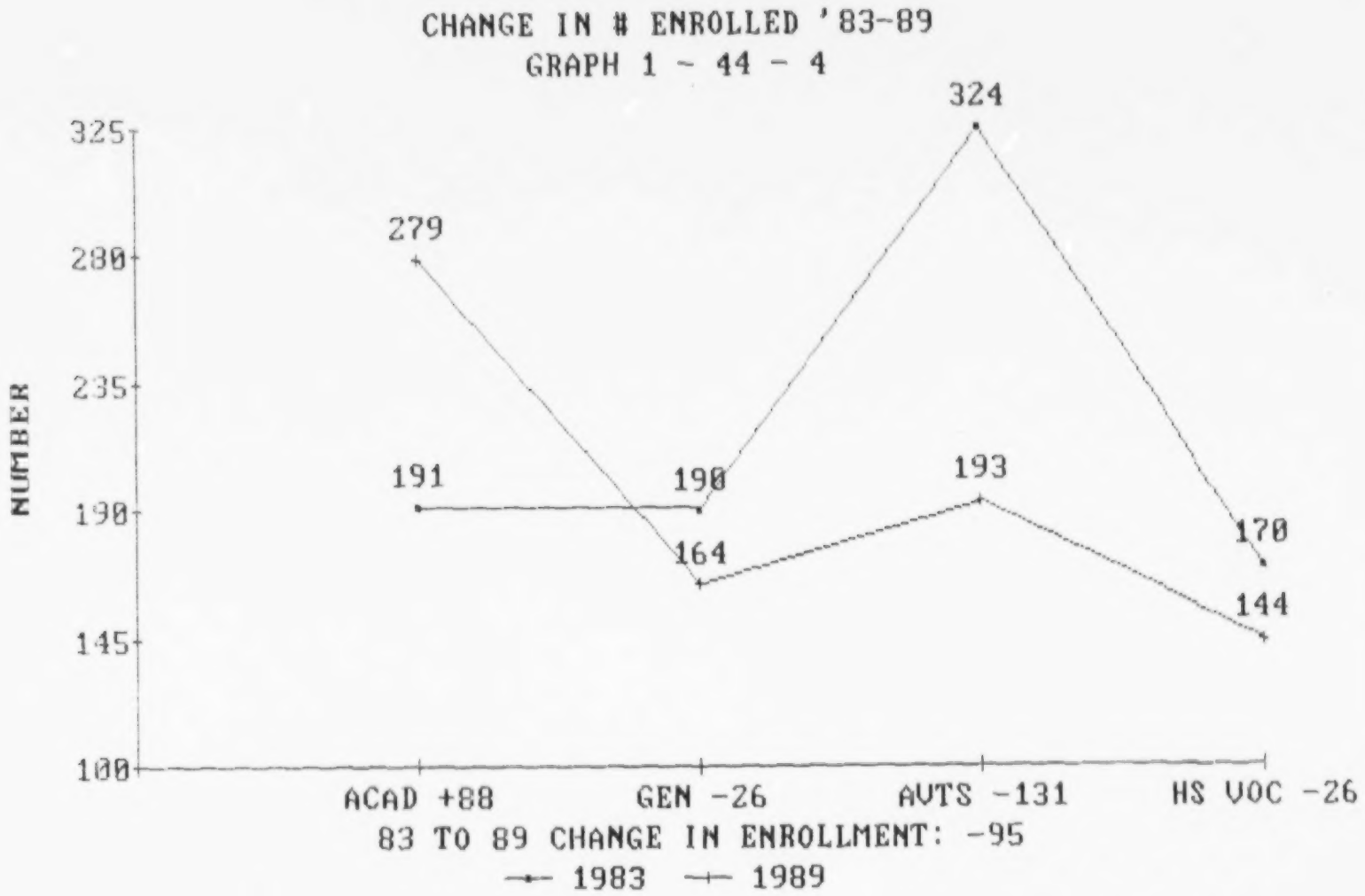

HS CURR : MALES - 83 VS 89
GRAPH 1 - 44 - 1
50.00
40.00
30.00
20.00
10.00
0.00
PERCENT
20.18
33.69
26.61
24.93
43.35
30.50
9.86
10.88
ACADEMIC
GENERAL
AVTS
HS VOC
CURRICULUM
MALES 1983
MALES 1989


HS CURR : FEMALES - 83 VS 89
GRAPH 1 - 44 - 2
50.00
40.00
30.00
20.00
10.00
0.00
PERCENT
23.46
37.72
16.86
17.37
30.75
19.35
28.93
25.56
ACADEMIC
GENERAL
AVTS
HS VOC
CURRICULUM
FEMALES 1983
FEMALES 1989

142

143


HS CURR BY SEX - 83 VS 89
GRAPH 1 - 44 - 3
50.00
40.00
30.00
20.00
10.00
0.00
PERCENT
900
800
700
600
500
400
300
200
100
0
ACADEMIC
GENERAL
AVTS
HS VOC
CURRICULUM AND SEX
MALE '83
MALE '89
FEMALE '83
FEMALE '89
TOT GRADS '83
TOT GRADS '89


CHANGE IN # ENROLLED '83-89
GRAPH 1 - 44 - 4
NUMBER
325
280
235
190
145
100
279
191
190
164
324
193
170
144
ACAD +88
GEN -26
AVTS -131
HS VOC -26
83 TO 89 CHANGE IN ENROLLMENT: -95
1983
1989

146

147

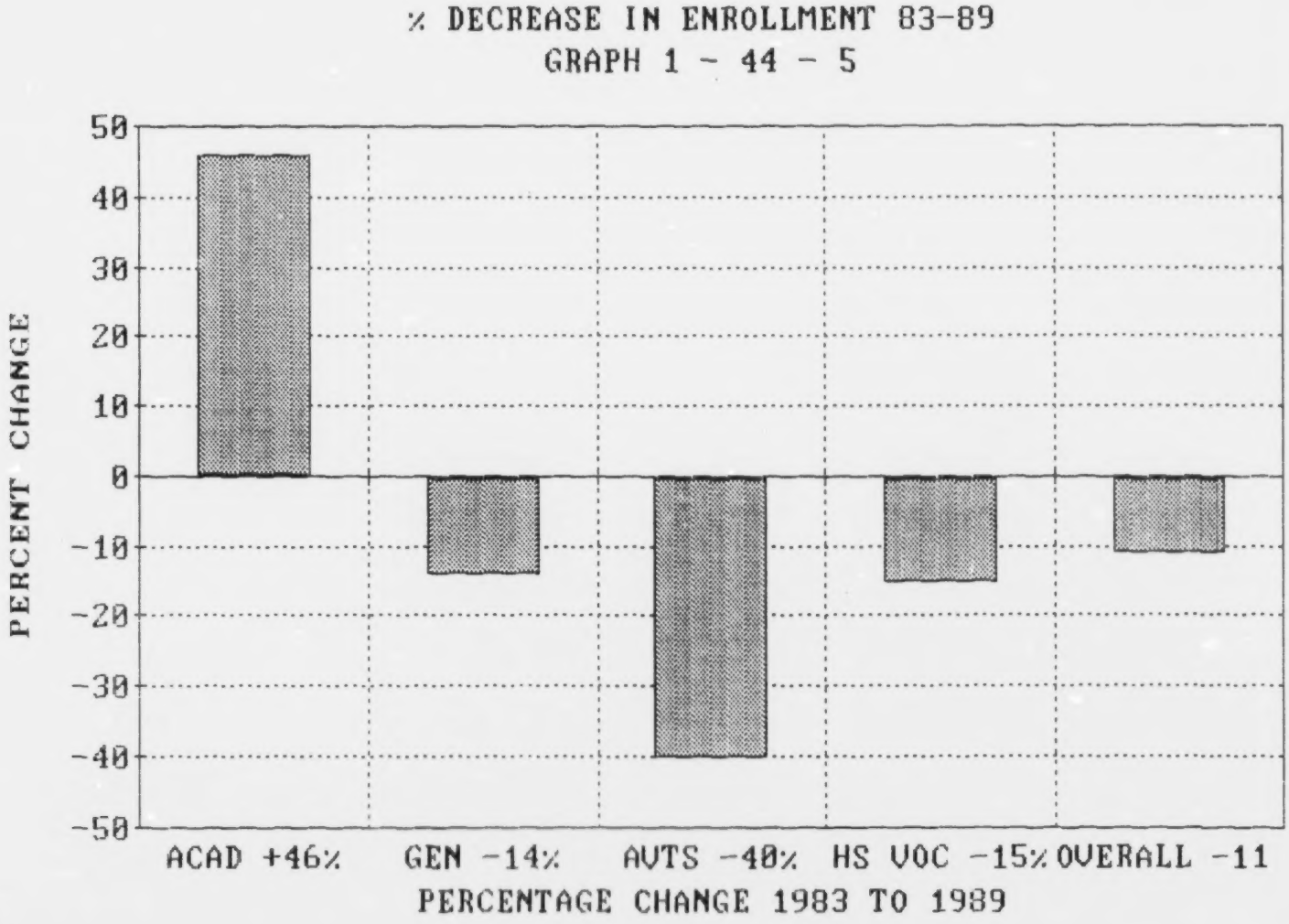

% DECREASE IN ENROLLMENT 83-89
GRAPH 1 - 44 - 5
PERCENT CHANGE
50
40
30
20
10
0
-10
-20
-30
-40
-50
ACAD +46%
GEN -14%
AUTS -40%
HS VOC -15%
OVERALL -11
PERCENTAGE CHANGE 1983 TO 1989

CHART 45

HIGH SCHOOL CURRICULUM - DISTRIBUTION BY SEX
ALL YEARS

[CODE 45: SEX2-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
MALE	353	307	462	130	1252
	14.18	12.33	18.55	5.22	50.28
	28.19	24.52	36.90	10.38	
	47.57	61.03	57.46	29.48	
FEMALE	389	196	342	311	1238
	15.62	7.87	13.73	12.49	49.72
	31.42	15.83	27.63	25.12	
	52.43	38.97	42.54	70.52	
TOTAL	742	503	804	441	2490
	29.80	20.20	32.29	17.71	100.00

CHI-SQUARE DF=3 VALUE=118.365 PROB=0.000
N=2490

CURR DISTRIBUTION BY SEX
GRAPH 1 - 45

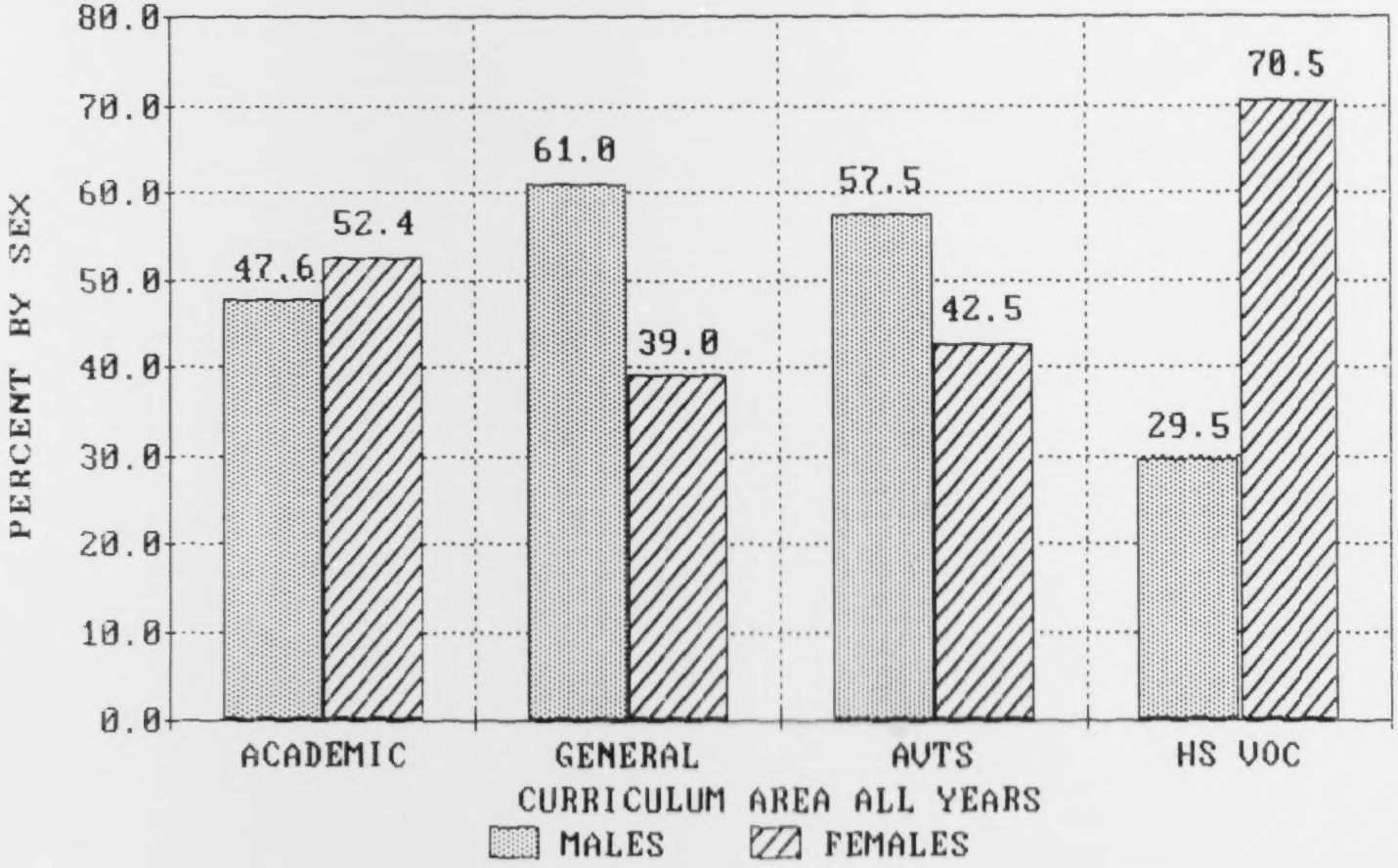


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CHART 46

EMPLOYED GRADUATES SEEKING NEW EMPLOYMNET

ABBREVIATED CHART

[CODE 46: SK-NW-JB]

PERCENT
ROW %
COL. %

	EMPLOYED FULL TIME	ALL OTHERS	TOTAL
YES	11.61	21.15	32.76
	35.45	64.55	
	22.78	43.14	
NO	39.36	22.87	67.25
	58.55	41.45	
	77.22	56.86	
TOTAL	417	401	818
	50.98	49.02	100

TRUNCATED REPORT
CHI-SQUARE DF=9 VALUE=153.120
PROB=0.000 N=818

CHART 47

TOTAL CREDITS VS YEAR OF GRADUATION

GENERAL LINEAR MODELS PROCEDURE

[CODE 47: TCR-YOG]

BONFERRONI (DUNN) T-TEST FOR VARIABLE TOTAL CREDITS

ALPHA=.05 CONFIDENCE=0.95 DF=2487 MSE=20.3601
CRITICAL VALUE OF T=2.39560

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY "*"

YEAR COMPARISONS	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	* DENOTES SIGNIFICANCE AT 0.05 LEVEL
1989 - 1986	1.7956	2.3339	2.8721	****
1989 - 1983	2.6212	3.1535	3.6858	****
1986 - 1989	-2.8721	-2.3339	-1.7956	****
1986 - 1983	0.2967	0.8197	1.3426	****
1983 - 1989	-3.6858	-3.1535	-2.6212	****
1983 - 1986	-1.3426	-0.8197	-0.2967	****

CHART 48

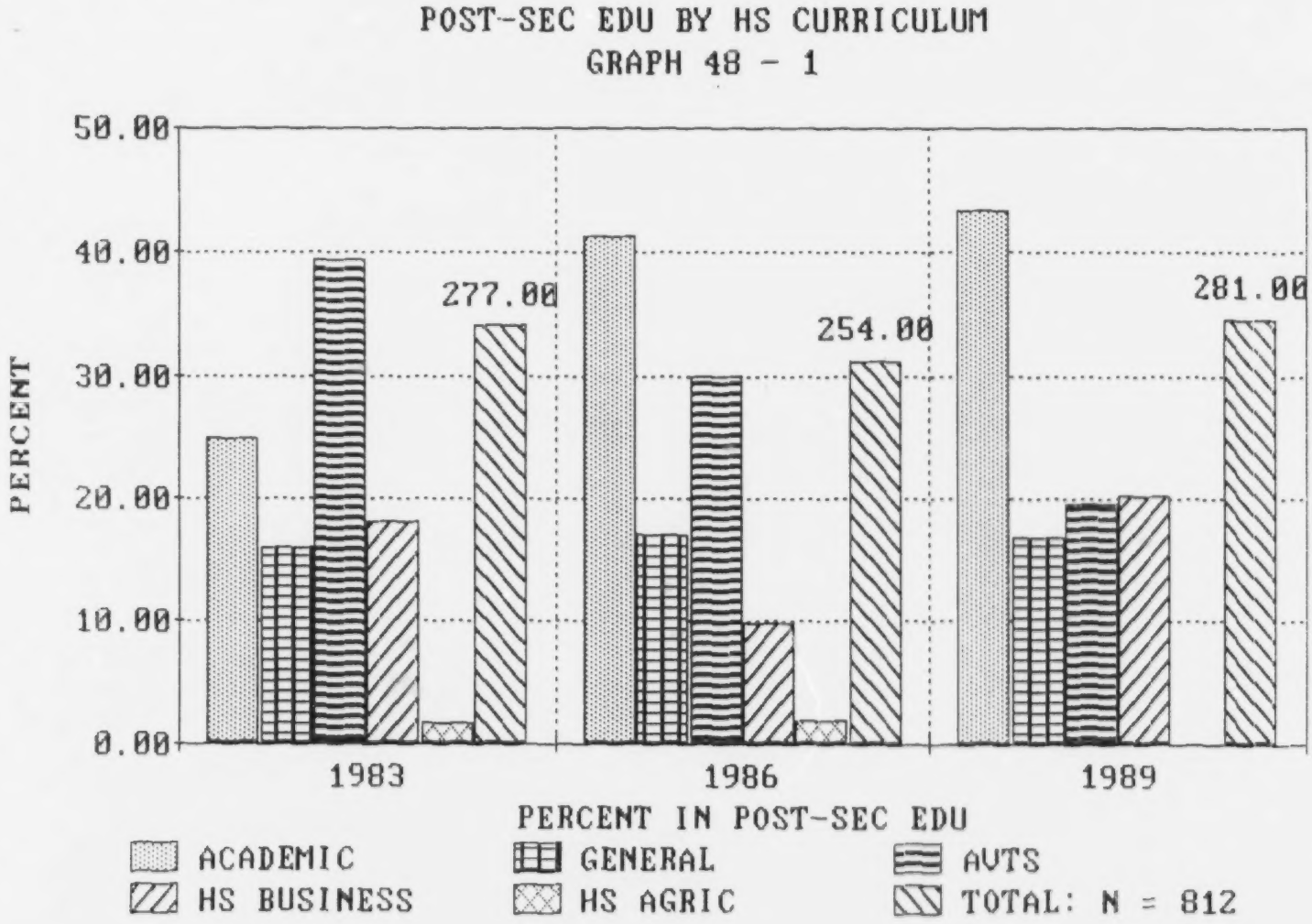
STUDENTS ENTERING POST-SECONDARY EDUCATION BY HIGH SCHOOL CURRICULUM

[CODE 48: HSC-ED]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
ACADEMIC	69	105	122	296
	8.50	12.93	15.02	36.45
	23.31	35.47	41.22	
	24.91	41.34	43.42	
GENERAL	44	43	47	134
	5.42	5.30	5.79	16.50
	32.84	32.09	35.07	
	15.88	16.93	16.73	
AVTS	109	76	55	240
	13.42	9.36	6.77	29.56
	45.42	31.67	22.92	
	39.35	29.92	19.57	
HS BUSINESS	50	25	57	132
	6.16	3.08	7.02	16.26
	37.88	18.94	43.18	
	18.05	9.84	20.28	
HS AGRIC	5	5	0	10
	0.62	0.62	0.00	1.23
	50.00	50.00	0.00	
	1.81	1.97	0.00	
TOTAL	277	254	281	812
	34.11	31.28	34.61	100.00

N=812


POST-SEC EDU BY HS CURRICULUM
GRAPH 48 - 1
50.00
40.00
30.00
20.00
10.00
0.00
PERCENT
277.00
254.00
281.00
1983
1986
1989
PERCENT IN POST-SEC EDU
ACADEMIC
GENERAL
AVTS
HS BUSINESS
HS AGRIC
TOTAL: N = 812

PERCENT IN POST-SEC EDU BY YEAR
GRAPH 48 - 1 - 1

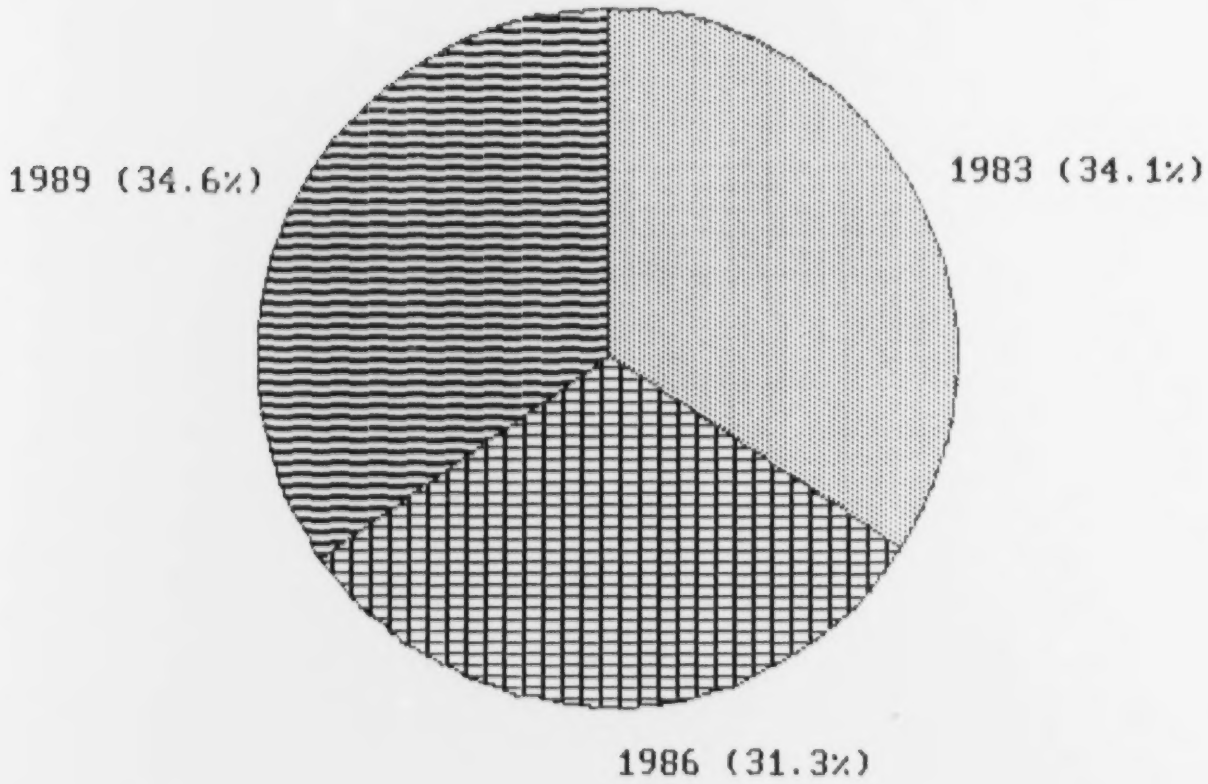


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CHART 49

EMPLOYMENT STATUS BY YEAR OF GRADUATION

[CODE 49: YR-EMPST]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	OVERALL
EMPLOYED	221	164	70	455
FULL-TIME	27.35	20.30	8.66	56.31
	48.57	36.04	15.38	
	80.07	65.08	25.00	
NOT IN THE	40	59	173	272
LABOR MKT	4.95	7.30	21.41	33.66
INCLUDES	14.71	21.69	63.60	
IN SCHOOL	14.49	23.41	61.79	
UNDER OR	15	29	37	81
UNEMPLOYED	1.86	3.59	4.58	10.02
	18.52	35.80	45.68	
	5.43	11.51	13.21	10.02
TOTAL	276	252	280	808
	34.16	31.19	34.65	100.00

N=808

UNDER-UNEMPLOYMENT RATES BY YEAR
GRAPH 49 - 1

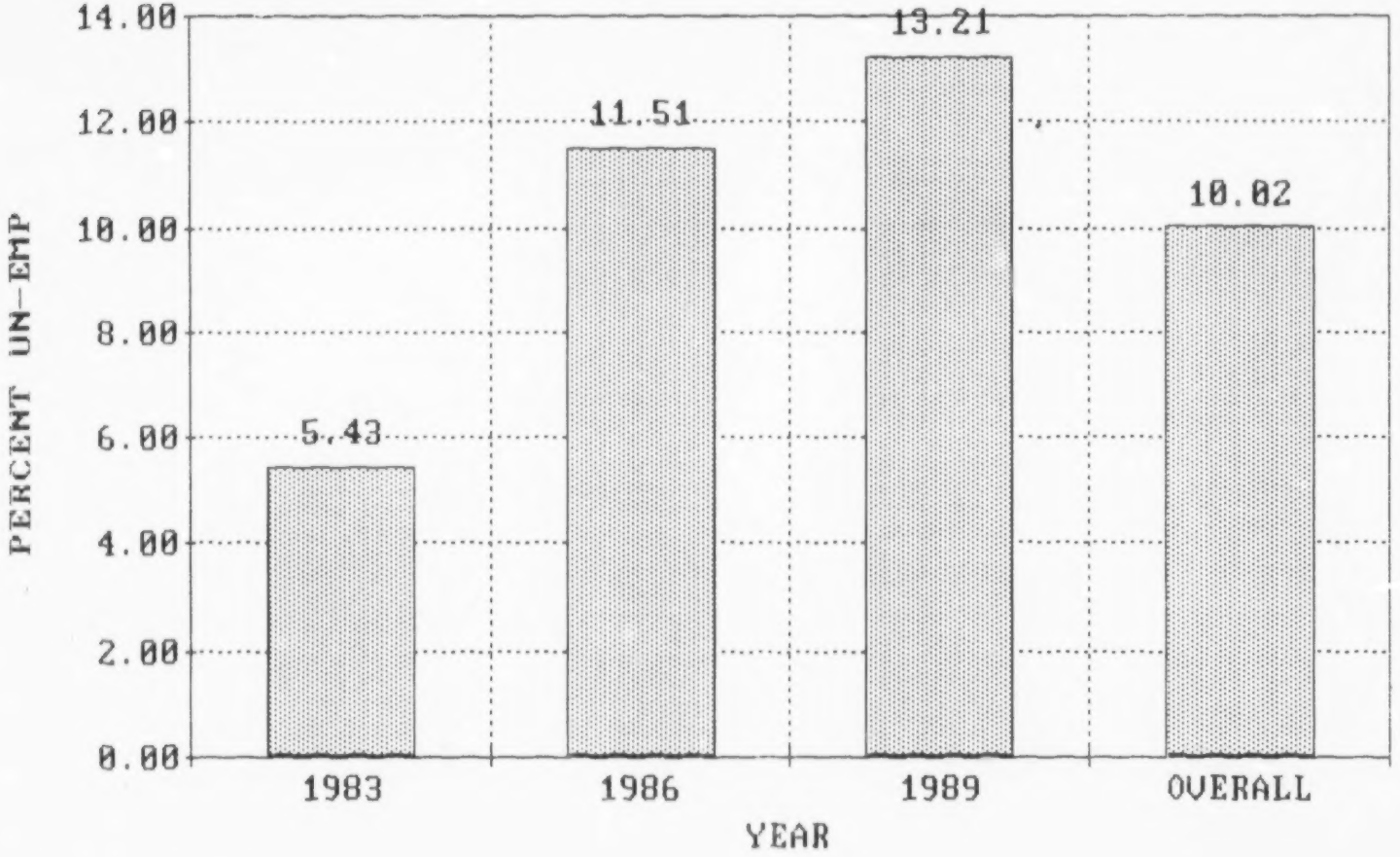

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CHART 50

HIGH SCHOOL CURRICULUM DISTRIBUTION BY YEAR

[CODE 50: HSC-YR]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
ACADEMIC	191	272	279	742
	7.67	10.92	11.20	29.80
	25.74	36.66	37.60	
	21.83	32.57	35.77	
GENERAL	190	149	164	503
	7.63	5.98	6.59	20.20
	37.77	29.62	32.60	
	21.71	17.84	21.03	
AVTS	324	287	193	804
	13.01	11.53	7.75	32.29
	40.30	35.70	24.00	
	37.03	34.37	24.74	
HS BUSINESS	158	107	135	400
	6.35	4.30	5.42	16.06
	39.50	26.75	33.75	
	18.06	12.81	17.31	
HS AGRIC	12	20	9	41
	0.48	0.80	0.36	1.65
	29.27	48.78	21.95	
	1.37	2.40	1.15	
TOTAL	875	835	780	2490
	35.14	33.53	31.33	100.00

CHI SQUARE DF=8 VALUE=67.453 PROB=0.000
N=2490

CURRICULUM DISTRIBUTION BY YEAR
GRAPH 50 - 1

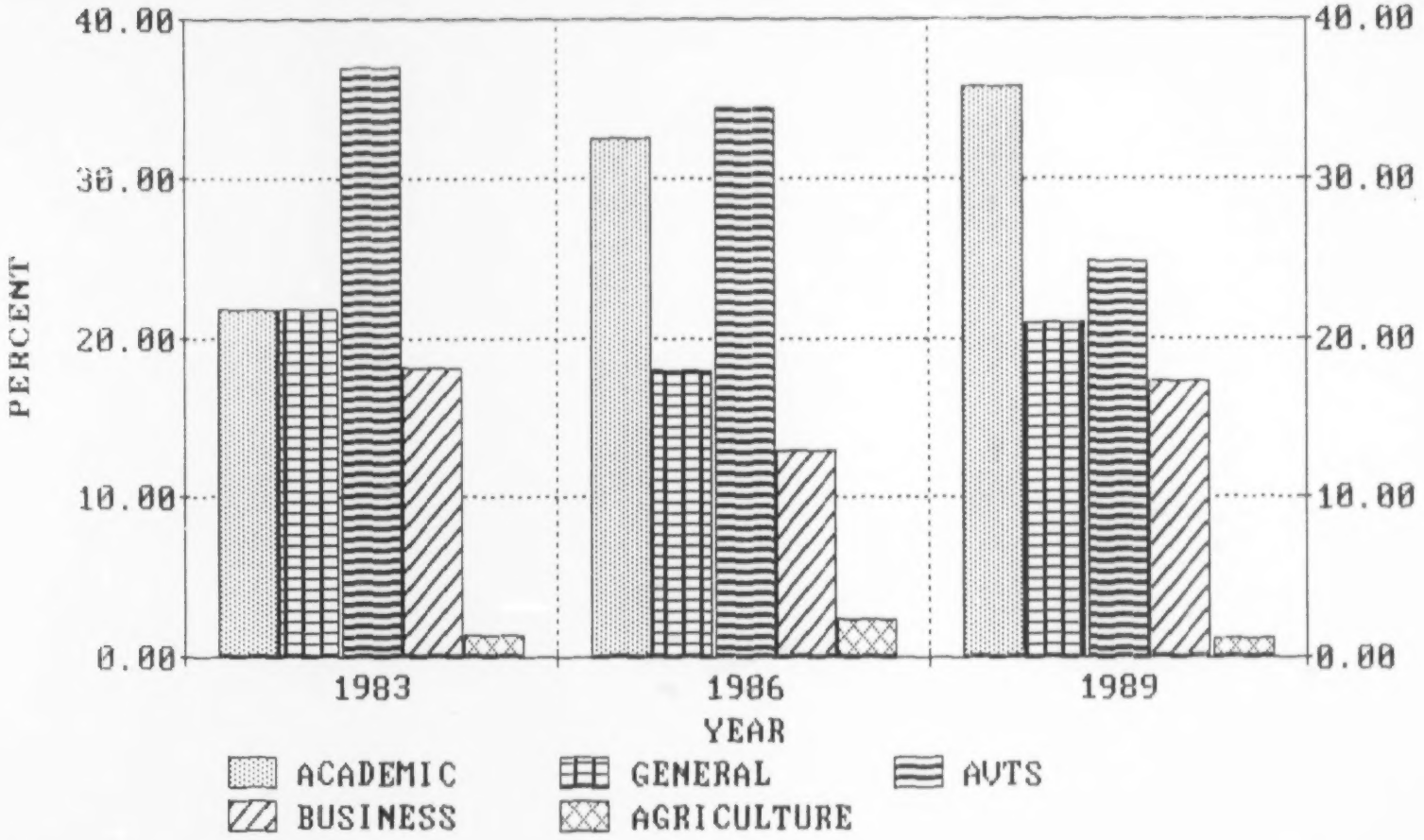

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CHART 51

JOB PREPARATION VALUE OF HIGH SCHOOL CURRICULUM

[CODE : HSC-PREP]

FREQUENCY
PERCENT
ROW %
COL. %

	HELPFUL	NOT HELPFUL	N/A	TOTAL
ACADEMIC	156	123	20	299
	18.55	14.63	2.38	35.55
	52.17	41.14	6.69	
	31.26	41.84	41.67	
GENERAL	73	57	7	137
	8.68	6.78	0.83	16.29
	53.28	41.61	5.11	
	14.63	19.39	14.58	
AVTS	165	71	13	249
	19.62	8.44	1.55	29.61
	66.27	28.51	5.22	
	33.07	24.15	27.08	
HS	98	39	7	144
BUSINESS	11.65	4.64	0.83	17.12
	68.06	27.08	4.86	
	19.64	13.27	14.58	
HS	7	4	1	12
AGRIC	0.83	0.48	0.12	1.43
	58.33	33.33	8.33	
	1.40	1.36	2.08	
TOTAL	499	294	48	841
	59.33	34.96	5.71	100.00

CHI SQUARE DF=12 VALUE=37.748 PROB=0.000
N=841

JOB PREPARATION VALUE OF HSC
GRAPH 51 - 1

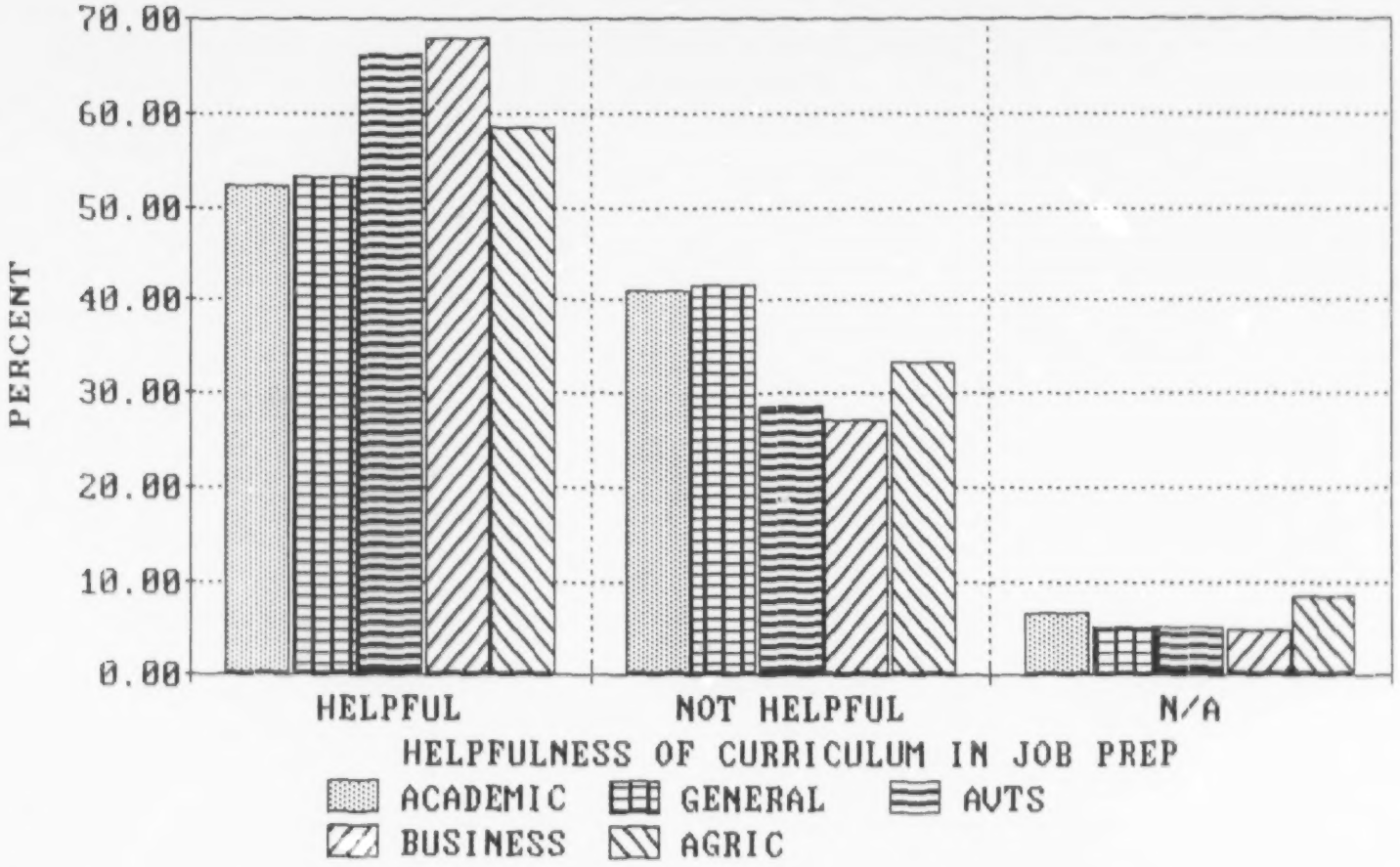

CHART 52

JOB RELATIVITY OF HIGH SCHOOL CURRICULUM

[CODE 52: HSC-JREL]

FREQUENCY
PERCENT
ROW %
COL. %

	VERY RELATIVE	RELATIVE	NOT RELATIVE	TOTAL
ACADEMIC	3	9	249	261
	0.38	1.14	31.48	33.00
	1.15	3.45	95.40	
	1.96	5.73	51.77	
GENERAL	9	20	97	126
	1.14	2.53	12.26	15.93
	7.14	15.87	76.98	
	5.88	12.74	20.17	
AVTS	99	85	68	252
	12.52	10.75	8.60	31.86
	39.29	33.73	26.98	
	64.71	54.14	14.14	
HS	42	40	62	144
BUSINESS	5.31	5.06	7.84	18.20
	29.17	27.78	43.06	
	27.45	25.48	12.89	
HS	0	3	5	8
AGRIC	0.00	0.38	0.63	1.01
	0.00	37.50	62.50	
	0.00	1.91	1.04	
TOTAL	153	157	481	791
	19.34	19.85	60.81	100.00

CHI SQUARE DF=8 VALUE=293.228 PROB=0.000
N=791

DATA COMPACTION

JOB RELATIVITY BY HS CURRICULUM
GRAPH 52 - 1

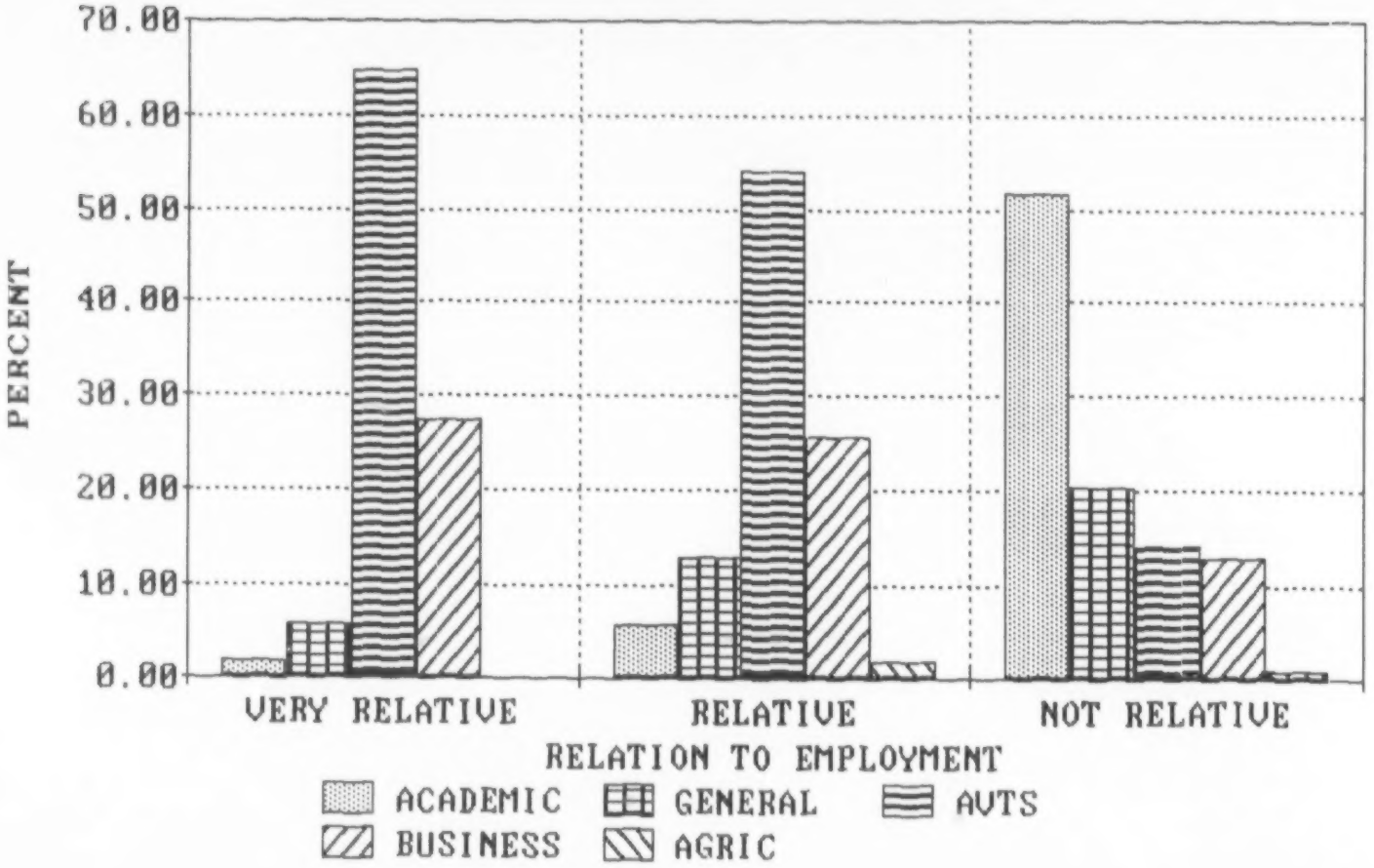

CHART 53

ASSISTANCE IN FINDING EMPLOYMENT BY HIGH SCHOOL CURRICULUM

CLASS OF 1989

[CODE 53: HSC-JBFN]

FREQUENCY
PERCENT
ROW %
COL. %

	HELPFUL	NOT HELPFUL	NA	TOTAL
ACADEMIC	22	75	26	123
	7.61	25.95	9.00	42.56
	17.89	60.98	21.14	
	27.50	45.45	59.09	
GENERAL	10	30	8	48
	3.46	10.38	2.77	16.61
	20.83	62.50	16.67	
	12.50	18.18	18.18	
AVTS	31	23	3	57
	10.73	7.96	1.04	19.72
	54.39	40.35	5.26	
	38.75	13.94	6.82	
HS	16	37	7	60
BUSINESS	5.54	12.80	2.42	20.76
	26.67	61.67	11.67	
	20.00	22.42	15.91	
HS	1	0	0	1
AGRIC	0.35	0.00	0.00	0.35
	100.00	0.00	0.00	
	1.25	0.00	0.00	
TOTAL	80	165	44	289
	27.68	57.09	15.22	100.00

DATA COMPACTION

HELPFULNESS IN FINDING EMPLOYMENT
GRAPH 53 - 1

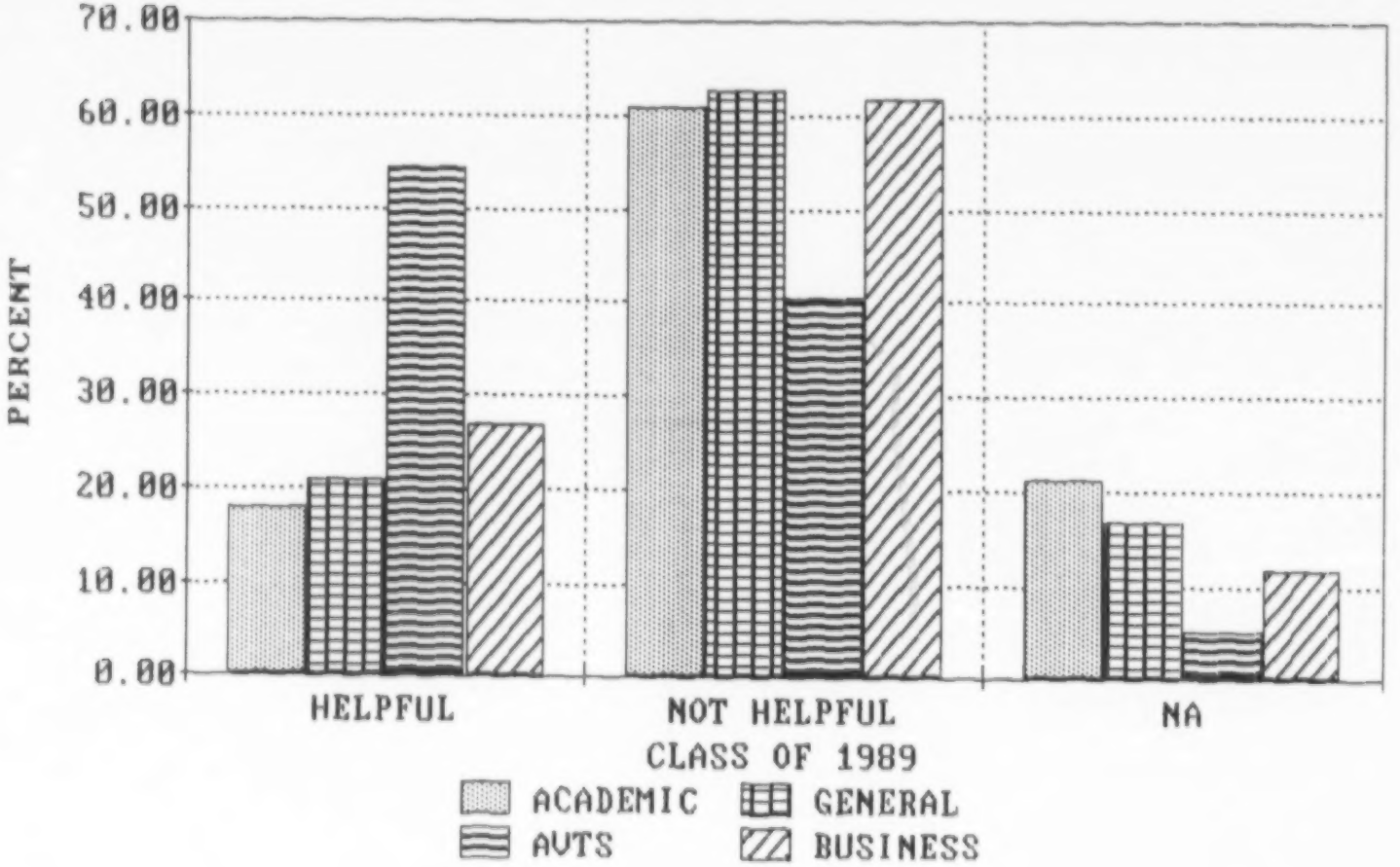

CHART 54

POPULATION DATA

[CODE 54: SRV-DTA]

BY CURR	FREQUENCY	PERCENT	RESPONSE	PERCENT	RESPONSE RATE
ACADEMIC	742	29.80	300	35.30	40.43
GENERAL	503	20.20	139	16.40	27.63
AVTS	804	32.30	255	30.00	31.72
BUSINESS	400	16.10	144	16.90	36.00
AGRICULTURE	41	1.60	12	1.40	29.27
	N=2490		RN=850	OVERALL	34.14

BY YEAR	FREQUENCY	PERCENT	RESPONSE	PERCENT	RESPONSE RATE
1983	875	35.14	294	34.60	33.60
1986	835	33.53	265	31.20	31.74
1989	780	31.33	291	34.20	37.31
	N=2490		RN=850	OVERALL	34.14

BY DISTRICT	FREQUENCY	PERCENT	RESPONSE	PERCENT	RESPONSE RATE
CLEARFIELD	822	33.01	311	36.59	37.83
CURWENSVILLE	344	13.82	100	11.76	29.07
PHILIPSBURG	652	26.18	213	25.06	32.67
WEST BRANCH	356	14.30	129	15.18	36.24
MO VALLEY	316	12.69	97	11.41	30.70
	N=2490		RN=850	OVERALL	34.14